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ABSTRACT

The Lebanon County Family Literacy Program, a project of the Lebanon Community Library (Pennsylvania), targeted intergenerational/families and focused on coalition building, public awareness, training, and collection development. The Lebanon Community Library serves as: a centralized location for storing and disseminating materials and handouts on Family Literacy that the library purchased, developed, and otherwise accumulated; a provider of free meeting room space for on-site workshops; a point of delivery for materials ordered; an administrator of funds through the county controller; a well-known, easily reachable location for the library's services, information, and referral; and a provider of workshops and training sessions. The grant enabled the library to expand and enhance its existing literacy program, making the program more visible and more reachable. The literacy program has been able to educate many more families, acquire and distribute more materials, train more agency personnel, and give away more children's books than was previously possible. Includes invoices for books purchased, program brochures and other materials (some also in Spanish), family literacy bibliography and list of videotapes, promotional materials, and childrens' reading logs. (SWC)

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**Lebanon Community Library, Final Performance
Report for Library Services and Construction Act
(LSCA) Title VI, Library Literacy Program**

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FINAL PERFORMANCE REPORT
for
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM
(CFDA No. 84.167)

Lebanon County Family Literacy Program
Lebanon Community Library
125 North Seventh Street Lebanon PA 17046
R167A20264

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Final Performance Report

Part I: General Information

1. Name and address of organization receiving grant:

Lebanon Community Library
125 North 7th Street
Lebanon PA 17046

2. Person(s) preparing report:

Patricia A. Kline, Project Team Coordinator (717)273-7624
Sandy Long, Family Literacy Coordinator (717)273-8901 or 274-8329

3. Grant No. R167A20264

4. Grant amount awarded \$21950.00
Amount expended \$21483.90

Part II: Quantitative Data

See pages 2-3.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- ☐ under 10,000
- ☐ between 10,000 - 25,000
- ☒ between 25,000 - 50,000
- ☐ between 50,000 - 100,000
- ☐ between 100,000-200,000
- ☐ over 200,000

2. What type of project was this? (Check as many as applicable)

- | | |
|--|--|
| <input type="checkbox"/> Recruitment | <input checked="" type="checkbox"/> Collection Development |
| <input type="checkbox"/> Retention | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Space Renovation | <input type="checkbox"/> Computer Assisted |
| <input checked="" type="checkbox"/> Coalition Building | <input type="checkbox"/> Other Technology |
| <input checked="" type="checkbox"/> Public Awareness | <input type="checkbox"/> Employment Oriented |
| <input checked="" type="checkbox"/> Training | <input checked="" type="checkbox"/> Intergenerational/Family |
| <input type="checkbox"/> Rural Oriented | <input type="checkbox"/> English as a Second Language (ESL) |
| <input type="checkbox"/> Basic Literacy | |
| <input type="checkbox"/> Other (describe) _____ | |

3. Did you target a particular population? (Check as many as applicable)

- | | |
|---|--|
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Homebound |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Seniors/Older Citizens |
| <input type="checkbox"/> Visually Impaired | <input type="checkbox"/> Migrant Workers |
| <input type="checkbox"/> Learning Disabled | <input type="checkbox"/> Indian Tribes |
| <input type="checkbox"/> Mentally Disabled | <input checked="" type="checkbox"/> Intergenerational/Families |
| <input type="checkbox"/> Workforce/Workplace | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions | |
| <input type="checkbox"/> Other (describe) _____ | |

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

| | |
|--|---|
| <input checked="" type="checkbox"/> bibliography (revised) | <input checked="" type="checkbox"/> resource directory (in process) |
| <input type="checkbox"/> curriculum guide | <input type="checkbox"/> evaluation report |
| <input type="checkbox"/> training manual | <input type="checkbox"/> survey |
| <input type="checkbox"/> public relations audiovisual | <input checked="" type="checkbox"/> newsletter(s) |
| <input type="checkbox"/> training audiovisual | <input checked="" type="checkbox"/> other (describe) |
| <input type="checkbox"/> recruitment brochure | <u>reading logs</u> |
| | <u>parent/ caregiver information</u> |

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 238 (direct)

Of those served, how many received direct tutoring service? 0

How many hours of direct tutoring service did they receive? N/A

How many new volunteer tutors were trained? N/A

How many current volunteer tutors received additional training? N/A

How many volunteer tutors (total) were involved? N/A

How many non-tutor volunteers were recruited? N/A

How many service hours were provided by non-tutors? N/A

How many librarians were oriented to literacy methods, materials, and students? 15

* How many trainers of tutors were trained? N/A

* Due to restructuring of Literacy Council, we were prohibited from employing a tutoring component.

NOTE: Any questions not included were not relevant to this project.

Part III: Narrative Report

1. Comparison of actual accomplishments to the goals and objectives set forth in the approved application.

- A. **GRANT:** "To teach directly at least 220 low-income families pre-reading and reading together strategies."

ACTUAL: We accomplished this goal with 1) a series of 5 half-day workshops for HeadStart parents, which served 114 families; and

2) a series of weekly workshops for parents at:

- **Northwest Elementary School**, which serves city's poorer neighborhoods, (34 families);
- **Webster Manor BOOST**, a locally funded HeadStart-type program run by by Housing Authority for residents (23 families);
- **Covenant BOOST II**, sponsored by church in economically disadvantaged neighborhood (14 families);
- **Bridges**, a holistic adult education program run by Housing Authority for families in housing crises, including homeless and sheltered families (45 families);
- **ESL Program**, run by Housing Authority for residents (8 families).

TOTAL: 238 low-income families instructed in family literacy techniques.

- B. **GRANT:** "To monitor the reading-together habits of at least 25 low income families for 6-to-8-week periods."

ACTUAL: We accomplished this goal with the use of family reading logs (see attached). Each child received a book for completing a certain number of logs.

- Families at Northwest Elementary School Family Literacy classes ("Thursdays at School") enrolled for 6 weeks; four 6-week sessions were offered. 19 of the 34 families participating completed the full 6 weeks of reading logs with their children.

- Families in the Bridges Program were offered Family Literacy and Active Parenting classes each Friday. The program participants are largely transient; still, 12 families completed 8 weeks.

- Families at Webster Manor BOOST were very enthusiastic about the reading logs; the program was offered for 12 weeks, and 20 families completed at least one 6-week course.

TOTAL: The reading-together of 51 low-income families were monitored for 6 to 8 weeks.

C. **GRANT:** "To train directly at least 15 Literacy Council volunteer tutors; to inform at least 250 more tutors by means of the Literacy newsletter in techniques for an intergenerational approach for teaching adults and their families to read better using childrens' books."

ACTUAL: We were unable to meet this goal due to restructuring of our Literacy Council. The new Director explained that the desire to "streamline" the Council precludes offering "extra" services. The Council did agree to refer to us any tutors asking about family literacy. They eventually agreed to keep some childrens' books and family literacy materials available in their offices, and to publish information to that effect in their newsletter (2-county circulation of about 500). We periodically offer to share materials, present

workshops, etc; the Literacy Council continues to politely decline.

- D. **GRANT:** "To provide to the above families, and to at least 3000 more families: a) an easily read **booklist** of good preschool books available in Lebanon County libraries; b) **tips for parents** on how to read to their children ("Helping Your Child Learn to Read", prepared by RIF); and c) **bookmarks** ("Book Some Time With Your Kids", prepared by ALA).

ACTUAL: We distributed over 4500 RIF pamphlets in both English and Spanish, booklists, and bookmarks throughout Lebanon County via : county Libraries; caseworkers for LCHA Social Services, HARP, Children and Youth Services, MH/MR, Family Focus, Jubilee Ministries, DPA, Lutheran Social Services Child Care Programs, YMCA, Strengthening the Family Task Force, parent-teacher organizations, HeadStart, BOOST, WIC, Family Health Care Services, and County Extension Office. In addition, we distributed hundreds of copies of materials we developed to : staff of the above agencies to copy and use as needed; to participants in a workshop outside the county; and to individuals representing agencies across the country who called or wrote for information/assistance.

- E. **GRANT:** "To discuss, with at least 65 paid caregivers, HeadStart readers, school district Chapter I parents/teachers, and 20 YMCA teachers strategies for families reading together, thereby reaching at least 250 more low income families."

ACTUAL: We held 5 training workshops for paid care providers employed by Lutheran Social Services Child Care Programs, including staff from their Center, Summer Camp, and Day Care Homes. (Child Care Programs provides subsidized to low income families; they serve about 215

families.)

We were unable to serve Chapter I parents and teachers directly because the school district chose not to hold its annual Chapter I Conference this year. We did provide materials and ideas to Chapter I teachers and Resource Room staff. In addition, many of the families we served who have school-age children are receiving Chapter I services for their children.

We held monthly Family Literacy workshops for YMCA Child Care staff. Average attendance was 15, although we did reach 90% of the staff at least once. Y-Care serves 214 children and their families.

TOTAL: 428 families reached.

- F. **GRANT:** "To publicize to the general public the importance of parents acting as a child's first teacher, and the relationship between family reading and later school success."

ACTUAL: We distributed posters to clinics, businesses, and agencies frequented by our target audience. We approached county banks and received assistance from three of them. We also sent a mailing (see attached) to all county school administrators and to every agency on the Human Services Council. The program "Thursdays at School" was featured in a Lebanon Daily News article (see attached).

The Project Team Coordinator recorded "Family Literacy Minutes" on local radio station WLBR/WQIC, for broadcast during late 1992-early 1993. We presented a graduate of one of the 6-week classes at the elementary school with the "First Family Literacy Baby of 1993" award, which included a certificate (see attached) and board books. We also spoke at BOOST graduation ceremonies and presented gift book to the

students. In addition, our program received proceeds from a benefit performance at the local summer theater.

Our most unique 'publicity stunt' took place in May. The Family Literacy Coordinator dressed in a purple dinosaur costume adorned with a large round "Read To Your Kids Every Day" button. She was then driven in a Housing Authority van by a bilingual caseworker to various sites around the city including the library, housing projects, the YMCA, preschools, playgrounds, and target neighborhoods. At each site, while the dinosaur attracted kids and handed out family literacy information, the caseworker told parents about the importance of sharing books with their children. The event and an accompanying interview were broadcast on our local TV news (WGAL). Funds to rent the costume were raised by a BOOST teacher at a weekly staff meeting.

- G. **GRANT:** "To increase the use of libraries by the participants in the program, and by the general public."

ACTUAL: Library use by participants **did** increase during the course of this grant; we have no way to prove that our pblicity was directly responsible, but it seems reasonable to believe that it was.

Patricipants in our programs met the childrens' librarian in person, and had the opportunity to look through our **LOOK AT YOUR LIBRARY** photo album, which presents the staff and facility in a very 'user-friendly' way. Additionally, participants who came to the library with their children and applied for a library got had the opportunity to have their (Polaroid) photo taken and added to our album.

H. **GRANT:** "To expand the collection of book for adult new readers by identifying and adding at least 100 more childrens' books, particularly multi-cultural titles, which can be used to read using an intergenerational approach."

ACTUAL: The library collection already included specially marked and/or shelved collections for adult new readers, parents and teachers, board books for little fingers, and easy juvenile fiction appropriate for use with family literacy techniques. We purchased a total of 118 new or duplicate titles, including several bilingual and multi-cultural titles.

I. **GRANT:** "To encourage volunteers to join the Literacy Council."

ACTUAL: Although, as mentioned previously, we had no specific support from the Literacy Council, we were always prepared to answer questions about volunteer opportunities at the Council. We felt qualified to do this since the Family Literacy Coordinator was a volunteer tutor for three years, and the Project Team Coordinator served on the Literacy Council Board of Directors.

J. **GRANT:** "To continue to provide support services for Literacy Council volunteer tutors and students."

ACTUAL: Our program provides information, referral, resources, and support services for Family Literacy for all agencies in the county, including the Literacy Council. Many volunteer tutors and their students meet in the Library and use our materials.

K. **GRANT:** "To establish at least 10 satellite libraries at agency sites serving low-income families, with 20 books at each library."

ACTUAL: Satellite libraries have been established or supplemented at 3 BOOST sites, 4 housing project community rooms, WIC, Lebanon Family Health Care, LSS Child Care Programs care provider Resource Room, and Northwest Elementary School Parent Resource Room. In each instance, the libraries are administered by agency staff.

L. **GRANT:** "To serve as a county-wide Family Literacy resource clearing house for books, printed materials, videos, and training sessions."

ACTUAL: We receive approximately 5 requests per month for Family Literacy services/materials/support, and books and videos are heavily used by tutors and families.

M. **GRANT:** "To encourage participating agencies to begin Family Literacy programs of their own."

ACTUAL: The Lebanon County Housing Authority has received a 5-year HUD grant for Tenant Initiative Programs. Family Literacy activities will be funded through this grant for Bridges, BOOST, and ESL classes for authority residents and for families in housing crises.

The Lebanon City School District and HeadStart have applied for EvenStart funding. They plan to implement a Family Literacy program for 4-year-old HeadStart students (presently housed in elementary schools) and their families, to begin 1/1/94. As of 11/30/93, there is no word on whether funding has been granted.

2. Comparison between proposed and actual expenditures by budget category includes only four categories applicable to our program:

| <u>Category</u> | <u>Proposed</u> | <u>Actual</u> | <u>Difference</u> |
|----------------------|-----------------|---------------|-------------------|
| A. Salary & Wages | \$17505.00 | \$17484.50 | +\$21.50 |
| E. Supplies | \$530.00 | \$264.90 | +\$261.20 |
| G. Library Materials | \$2850.00 | \$2941.24 | -\$91.24 |
| H. Other | \$1065.00 | \$793.26 | +\$286.72 |
| Total | \$21950.00 | \$21483.90 | +\$466.10 |

While actual salaries nearly matched proposed budget, the other three categories need explanation. We found that once we had purchased supplies such as stationary, business cards, copy paper, film, etc., we began to either receive donations of these materials, or have our duplicating costs covered by agencies for which we presented workshops. In addition, our travel expenses were always paid for us, the Library did not charge us for the use of the telephone, and the County Extension Office printed RIF pamphlets at no cost to us. This accounts for the differences in the "Supplies" and "Other" categories.

We went over the proposed budget amount for Materials, for two reasons. One was that we vastly underestimated the number of agencies, organizations, and individuals who requested books for satellite libraries, and the other is that we can never pass up a good book sale! A local discount store periodically offers childrens' hard and softcover books at less than half-price, and they give us (as a non-profit group)

a further discount. We 'stockpiled' as many different appropriate titles as we could, for restocking satellite libraries as their books become lost or damaged, as well as for teachers and caregivers as they request them.

3. Provide, as appropriate, specific details of activities undertaken.

A. Library materials acquired

(see attached invoices)

B. Training provided

- 10/12/92 "Cheap and Easy Prereading Activities/Puppets"

Workshop for LSS Child Care Programs providers on incorporating reading and wordplay into childrens' daily routines, and using puppets to encourage an interest in reading and books.

- 11/21/92 "Raise a Reader Easily"

Workshop for LSS care providers on techniques encouraging reading in the home.

- 4/20/93 "Sensitivity to Non-reading Adults"

Workshop for Mental Health/Mental Retardation staff on how to recognize and help non-reading adults.

- 4/28/93 "Raise a Reader Easily"

Workshop for Covenant BOOST II parents on techniques for encouraging reading in the home.

- 5/5/93 "Children and Television"

Workshop for Covenant BOOST II parents on using TV effectively in the home to encourage an interest in reading and storytelling.

- 5/6/93 "Cheap and Easy Prereading Activities"

-12-

Workshop for YMCA childcare staff.

- 5/12/93 **"Storytelling/Puppets"**

Hands-on workshop for Covenant BOOST II parents to enhance storytelling skills to use at home with children.

- 5/25-5/27/93 **"Childrens' Book Reviews/Be Your Child's First Teacher"**

Workshops for HeadStart parents to discuss continuing reading and learning during summer vacation.

- 6/6/93 **"Make Your Own Books/Accessing Professional & Library Resources"**

Workshop for LSS Child Care providers on bookmaking techniques to use with children, and resources on Family Literacy available in county libraries.

- 6/10/93 **"Raise a Reader Easily"** for YMCA child care staff.

- 7/8/93 **"Make Your Own Books"** for YMCA child care staff.

- 7/23/93 **"Raise a Reader Easily/Cheap & Easy Prereading Activities/ Accessing & Library Resources"**

Workshop at Shippensburg University for the PA Department of Education Curriculum and Instruction Conference, for private preschool personnel.

- 8/12/93 **"Children and Television"** for YMCA child care staff.

- 9/9/93 **"Make Your Own Books II"**

Additional bookmaking techniques for YMCA child care staff.

- EVERY THURSDAY FROM 11/5/92 UNTIL 5/13/93, classes were held at Northwest Elementary School for parents of K4 and K5 students, as mentioned in Section III.1.A. of this report. A list of topics covered is attached (See: "Suggested Workshop/Program Topics"); the first 8 topics were used for these workshops by combining "Puppets" with "Storytelling" and "Make Your Own Books" with "Childrens' Book

Review".

FRIDAYS FROM 12/4/92 UNTIL 6/18/93, a similar series of workshops was held for parents enrolled in the Housing Authority's Bridges program. Students also received parenting education on these days.

The FIRST WEDNESDAY OF EACH MONTH was "drop-in day" program at the Webster Manor BOOST for parents of students there.

TUESDAY AFTERNOONS during the school year were devoted to providing materials on Family Literacy and assistance to the ESL teacher.

Tuesdays in the summer were spent at various LSS Child Care Program daycare/camp sites.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the grant.

The Lebanon Community Library has served as:

- A. A centralized location for storing and disseminating the huge amount of materials and 'handouts' on Family Literacy that we have purchased, developed and otherwise accumulated;
- B. A provider of free meeting room space for on-site workshops;
- C. A point of delivery for materials ordered;
- D. Through the county controller, an administrator of funds;
- E. A well-known, easily reached location for our services, information, and referral;
- F. A Provider, in the person of the Project Team Coordinator, of workshop and training sessions.

5. Provide names of agencies/organizations recruited to volunteer services for the literacy program, or that were involved in coordination and planning. Describe the nature of their role.

The Lebanon County Housing Authority Social Services Office was instrumental in providing support for the Family Literacy Program by:

- A. Coordinating use of their van with us so that we would have transportation for parents/children when necessary;
- B. Providing sites and staff for 4 satellite libraries;
- C. Having their caseworkers do outreach work to recruit Bridges, BOOST, and ESL families , and distribute materials;
- D. Providing meeting sites at no charge;
- E. Helping with "purple dinosaur" promotion.

6. Provide the names/locations of libraries and other sites whose facilities were used for this project.

- LCHA Social Services
1012 Brock Drive
Lebanon PA 17046
- Bridges
500 Cedar Court
Lebanon PA 17042
- Northwest Elementary School
9th and Maple Streets
Lebanon PA 17046
- Child Care Programs LSS-ER
1000 Quentin Road
Lebanon PA 17042
- Lebanon County HeadStart
1 Cumberland Street
Lebanon PA 17046
- Women, Infants and Children Program
1 Cumberland Street
Lebanon PA 17046
- Lebanon Family Health Care
1 Cumberland Street
Lebanon PA 17046
- Lebanon Country MH/MR
220 East Lehman Street
Lebanon PA 17046
- Family Focus
1441 Walnut Street
Lebanon PA 17046
- Covenant BOOST II
9th and Church Streets
Lebanon PA 17046
- Lebanon Valley College
Annville PA 17003
- Shippensburg University
Shippensburg PA

7. Describe the impact of the federal project on the ongoing program of the grantee.

The LSCA grant ~~saved~~ the Lebanon County Family Literacy Program. From December 1989 to July 1992, we had operated on a total budget of Just under \$19000.00. This grant enabled us to expand and enhance our existing program, making us both more visible and more 'reachable'.

With more time and money to invest, we have been able to reach and educate many more families, acquire and distribute more materials, train more agency personnel, and give away more childrens' books than was previously possible. Because we are careful shoppers, used to scrimping on our literacy budget, we have been able to 'stockpile' books and parent materials for use in the future.

We have made commitments to present several workshops (no series) after the grant period expired; our employers - the Library and the Housing Authority - are generously allowing us to honor these commitments on work time. We are firmly situated at the Library and feel that we are integrated with community agencies and organizations.

We think that our high visibility is what has encouraged both the school district and the Housing Authority to apply for funding to institute their own Family Literacy-oriented programs.

THE BOOKMEN INC.

625 NORTH THIRD STREET, MINNEAPOLIS, MN 55401 • PHONE (612) 341-3333 • WATS 800-328-8411

PACKING INVOICE

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| 411102 |
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| SALES ORDER NUMBER |
| 320202 |
| CONTROL NUMBER |
| 344515 |

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125 NORTH 7TH STREET
LEBANON, PA 17042-

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| INVOICE DATE | | ORDER NUMBER | | SHIPPED VIA | | | CARTONS | PAGE NO. |
|--------------|--------|---------------|------------------------------------|-------------|-----------|------------|---------|----------|
| 10/07/92 | | | | MAIL | | | 1 | 1 |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| 1 | | 0-399-21970-6 | 1 2 3 TO THE ZOO | CARLE | PUTN | 5.95 | 36 | 3.81 |
| 1 | | 0-307-11738-4 | ALL BY MYSELF | MAYER | WEST | 1.95 | 36 | 3.74 |
| 1 | | 0-316-11070-1 | ARTHUR'S NOSE | BROWN | LTBR | 4.95 | 36 | 3.17 |
| 1 | | 0-307-11949-1 | BABY BISTER SAYS NO | MAYER | WEST | 1.95 | 36 | 1.25 |
| 3 | | 0-394-87499-4 | BIG BIRD SAYS (STEP IN TO READING) | LENER | RHM | 3.50 | 36 | 6.72 |
| 1 | | 0-394-82667-6 | BIG DOG LITTLE DOG | EASTMAN | RHM | 2.25 | 36 | 1.44 |
| 3 | | 0-689-71260-X | BIG SNOW | HADER | MACH | 4.95 | 36 | 9.50 |
| 1 | | 0-14-054611-1 | BOY & DOG & A FROG | MAYER | NALJ | 3.50 | 36 | 2.24 |
| 1 | | 0-590-44288-0 | CLIFFORD'S CHRISTMAS | BRIDWELL | SCHT | 2.25 | 36 | 1.44 |
| 1 | | 0-590-44292-2 | CLIFFORD'S GOOD DEEDS | BRIDWELL | SCHO | 2.25 | 36 | 4.32 |
| 1 | | 0-590-44280-3 | CLIFFORD'S KITTEN | BRIDWELL | SCHO | 2.25 | 36 | 1.44 |
| 1 | | 0-590-44293-3 | CLIFFORD'S PALS | BRIDWELL | SCHO | 2.25 | 36 | 1.44 |
| 1 | | 0-316-11268-2 | D W ALL WET | BROWN | LTBR | 4.95 | 36 | 3.17 |
| 1 | | 0-316-11269-0 | D W FLIPS | BROWN | LTBR | 4.95 | 36 | 3.17 |
| 3 | | 0-316-11219-4 | DINOSAURS BEWARE | BROWN | LTBR | 6.95 | 36 | 13.34 |
| 1 | | 0-394-86935-4 | DO YOU WANT TO BE MY FRIEND | CARLE | HARP | 5.95 | 36 | 11.42 |
| 1 | | 0-394-86935-4 | DOZEN DOGS READ & COUNT STORY | ZIEFERT | RHM | 3.50 | 36 | 2.24 |
| 3 | | 0-06-107412-8 | EAST OF THE SUN & WEST OF THE MOON | MAYER | MACH | 5.95 | 36 | 3.81 |
| 1 | | 0-06-107412-8 | FIRST COMES SPRING | ROCKWELL | HARP | 4.95 | 36 | 9.50 |
| 1 | | 0-688-09927-0 | FUNNYBONES | CRENS | HORR | 3.95 | 36 | 7.58 |
| 1 | | 0-688-09927-0 | FUNNYBONES | ALBERG | HORR | 3.95 | 36 | 2.53 |
| 1 | | 0-399-22004-6 | GOLDILOCKS & THE THREE BEARS | ROBERT | PUTN | 5.95 | 36 | 11.42 |
| 3 | | 0-440-40331-6 | HARRY'S VISIT | FOATE | MACH | 4.95 | 36 | 9.50 |
| 1 | | 0-14-050585-7 | HAVE YOU SEEN MY DUCK LING | TAFARI | NALJ | 3.95 | 36 | 7.58 |
| 3 | | 0-689-71399-1 | HENRY & HUDGE | RYLAND | MACH | 3.95 | 36 | 7.58 |
| 1 | | 0-380-78048-8 | HIPPOPOTAMUS ATE THE TEACHER | THALER | AVON | 2.95 | 36 | 5.66 |
| 3 | | 0-307-11975-0 | I JUST FORGOT | MAYER | WEST | 1.95 | 36 | 3.74 |
| 1 | | 0-14-050819-8 | I LIKE ME | CARLSON | NALJ | 3.99 | 36 | 7.66 |
| 1 | | 0-395-20503-4 | IRA SLEEPS OVER | WABER | HOUJ | 4.95 | 36 | 3.17 |
| 1 | | 0-06-443068-3 | JAMBERY | DEGEN | HARP | 3.95 | 36 | 2.53 |
| 1 | | 0-374-43723-8 | JAMES MARSHALL'S MOTHER GOOSE | MARSHALL | FARR | 5.95 | 36 | 3.81 |
| 1 | | 0-307-11838-X | JUST FOR YOU | MAYER | WEST | 1.95 | 36 | 3.74 |
| 1 | | 0-307-11936-X | JUST GRANDPA & ME (LITTLE CRITTER) | MAYER | WEST | 1.95 | 36 | 1.25 |
| 1 | | 0-307-11839-8 | JUST ME & MY DAD (LITTLE CRITTER) | MAYER | WEST | 1.95 | 36 | 3.74 |
| 1 | | 0-307-11946-7 | JUST ME & MY LITTLE SISTER | MAYER | WEST | 1.95 | 36 | 1.25 |

TOSB - TEMPORARILY OUT OF STOCK - BACK ORDERED
TOSC - TEMPORARILY OUT OF STOCK - CANCELLED
- OUT OF STOCK PUBLISHER - BACK ORDERED
- OUT OF STOCK PUBLISHER - CANCELLED
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| 10/10/77 | | | | 1111 | | | 1 | 11 |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| 1 | | 0-394-11141-8 | JUST ME & MY PUPPY | MAYER | WEST | 1.95 | 36 | 1.15 |
| 1 | | 0-394-83243-4 | KITTENS ARE LIKE THAT | PFLUGG | RHM | 2.25 | 36 | 1.44 |
| 3 | | 0-478-81235-1 | POOK WROCK WHO'S THERE | EDDIELEY | RHM | 4.25 | 36 | 2.10 |
| 1 | | 0-353-34402-1 | LIFETIMES | MELLONIE/ING | BANT | 9.50 | 36 | 6.08 |
| 3 | | 0-394-83243-2 | LITTLE DUCK | DUNN | RHM | 2.25 | 36 | 4.32 |
| 3 | | 0-394-85818-2 | LITTLE KITTEN | DUNN | RHM | 2.25 | 36 | 4.32 |
| 3 | | 0-394-84472-0 | LITTLE BARREL | DUNN | RHM | 2.25 | 36 | 4.32 |
| 1 | | 0-14-050171-1 | MAKE WAY FOR DUCKLINGS (READING RAI | MCCLOSKEY | HALJ | 3.99 | 36 | 2.53 |
| 3 | | 0-394-11941-4 | OF THE LITTLE LITTER | MAYER | WEST | 1.95 | 36 | 3.15 |
| 1 | | 0-307-11886-X | MERRY CHRISTMAS MOM & DAD | MAYER | WEST | 1.95 | 36 | 1.25 |
| 1 | | 0-394-84472-1 | MOTHER | DUNN | RHM | 4.25 | 36 | 2.10 |
| 1 | | 0-06-444041-9 | MOUSE SOUP | LOBEL | HARP | 3.50 | 36 | 2.24 |
| 1 | | 0-06-444041-2 | MOUSE TALES | LOBEL | HARP | 3.50 | 36 | 2.24 |
| 1 | | 0-689-71204-9 | MY MAMA SAYS THERE ARENT ANY ZOMBIE | VIORST | NACH | 3.95 | 36 | 2.53 |
| 3 | | 0-689-1472-1 | MURDERERS | MAYER | RHM | 1.95 | 36 | 5.85 |
| 1 | | 0-399-22015-1 | OLD BEAR | HISSEY | PUTH | 5.95 | 36 | 3.81 |
| 1 | | 0-440-40110-0 | POOMA | LOMBARD | HALJ | 3.95 | 36 | 2.53 |
| 1 | | 0-14-050633-0 | PETER & THE WOLF | PROKOFIEV | HALJ | 4.99 | 36 | 3.19 |
| 1 | | 0-394-88466-1 | PUPPIES ARE LIKE THAT | PFLUGG | RHM | 2.25 | 36 | 1.44 |
| 1 | | 0-394-88466-3 | SNOWMAN | BRIGGS | RHM | 4.95 | 36 | 3.17 |
| 2 | | 0-394-11243-2 | WHEN I GET BIGGER | MAYER | RHM | 1.95 | 36 | 3.15 |
| 1 | | 0-394-87126-X | FOLLOW THE MONSTERS SESAME STREET | LERNER | RHM | 2.95 | 36 | 1.89 |
| 1 | | 0-06-442040-0 | HILL OF CAFE | LOUIS | HARP | 2.95 | 36 | 2.24 |
| 3 | | 0-394-87987-2 | LUCKY BEAR | PHILLIPS | RHM | 2.95 | 36 | 5.66 |
| 1 | | 0-394-84472-2 | SLEEPY DUCK | ZIEFERT | RHM | 3.50 | 36 | 2.24 |
| 3 | | 0-394-87580-X | SO SICK | ZIEFERT | RHM | 3.50 | 36 | 6.72 |
| 1 | | 0-590-41131-7 | THOSE BILLY GOATS GRUFF | ANDREY | PUTH | 2.95 | 36 | 1.89 |
| Following a Out of Stock Items are Cancelled | | | | | | | | |
| 1 | TOSC | 0-590-44227-2 | CLIFFORDS HALLOWEEN | | SCLO | | | |
| 1 | TOSC | 0-395-44236-2 | GONE FISHING | MUFFLIN | HOU | | | |
| 1 | TOSC | 0-395-1162-2 | HUNDREYS BEAR | MUFFLIN | HOU | | | |

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| 1 | TOSC | 0-307-11893-2 | JUST GRANDMA & ME | MAYER | WEST | | | | |
| 3 | TOSC | 0-307-11893-2 | MILTON THE EARLY RISE | KRAUS | SUN | | | | |
| 3 | TOSC | 0-80953-018-3 | THERE WAS AN OLD LADY WHO SWALLOWED | ADAMS | CHPL | | | | |
| 1 | TOSC | 0-307-11893-2 | WHO DOES NOT GO HALLOWEEN (READY TO | ALEXANDER | RAIT | | | | |
| 3 | TOSC | 0-395-45739-4 | GEORGE & MARTHA (BK & CS) | MARSHALL | HONG | | | | |
| 3 | TOSC | 0-316-50259-6 | THINGS I LOVE | ROQUE | REI | | | | |
| 3 | TOSC | 0-316-50259-6 | WHEELS ON THE BUS | KOVALEKI | LTBR | | | | |
| | | | | | | | | abtotal | 276.00 |
| | | | | | | | | XXFree FreightXX | |
| | | | | | | | | total | 276.00 |

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| 11/25/92 | | PATRICIA A. KLINE | MAIL | | 1 | 1 | | |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| ✓ | | 0-671-49317-5 | A TO Z | ROYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-02-769040-7 | ALL FALL DOWN (BOARD) | OXENBURY | MACH | 5.95 | 36 | 3.81 |
| ✓ | | 0-7232-3782-4 | ANIMAL HOMES (POTTER BOARD) | POTTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-671-00076-0 | AT NIGHT (BOARD) (C) | ROCKWELL | HARP | 2.50 | 36 | 1.60 |
| ✓ | | 0-7214-9333-8 | BABY ANIMALS AT HOME (LITTLE BOARD) | | LADY | 4.00 | 36 | 2.56 |
| ✓ | | 0-7214-9334-6 | BABY ANIMALS ON THE FARM (LITTLE B) | | LADY | 4.00 | 36 | 2.56 |
| ✓ | | 0-671-50031-7 | BABY SEAL (TUBBY BOARD BK) | | SIMO | 2.95 | 36 | 1.89 |
| ✓ | | 0-63753-271-2 | BABY SITTER (BOARD BK) | ENDERSBY | CHPL | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-47668-8 | BABY'S FIRST RATTLE TUB BOOK | SIMO | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-648-10554-3 | BABY'S FIRST BODY BOOK (PONE & LOOK) | SILVERMAN | PUTH | 3.95 | 36 | 2.53 |
| ✓ | | 0-02-689330-4 | BABY'S PLACES | | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-64288-083-3 | BABY'S WORDS (BOARD) | SLIER | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-525-44734-7 | BATHTIME (LOOK AT ME BOARD BK) | SHOTT | NALJ | 4.95 | 36 | 3.17 |
| ✓ | | 0-6031-0992-7 | BEACH DAY | OXENBURY | NALJ | 3.95 | 36 | 2.53 |
| ✓ | | 0-525-44674-5 | BEAR IN THE FOREST | CARTLIDGE | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-670-81988-3 | BIBBS & BOOTS | DUKE | NALJ | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-47320-8 | BIRDY (BOARD) | LESTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 5-535-50099-8 | BLUE HAT GREEN HAT | BOYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 1-56288-144-9 | BOOKMEN BOARD BOOKS | BOOKMEN | | .00 | 36 | .00 |
| ✓ | | 0-670-81991-3 | BROTHERS & SISTERS (BOARD BOOK) | | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-02-688753-3 | BUMPING & BOUNCING | LESTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-671-44904-4 | BUSY BABY (BOARD) | SLIER | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-02-769030-X | BUT NOT THE HIPPOPOTAMUS | BOYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-525-44208-1 | CLAP HANDS (BOARD) | OXENBURY | MACH | 5.95 | 36 | 3.81 |
| ✓ | | 1-53037-167-3 | CLEAN UP DAY (BOARD) | DUKE | NALJ | 2.95 | 36 | 1.89 |
| ✓ | | 0-688-10070-8 | CLOTHES (TALK ABOUT BOARD BK H4) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| ✓ | | 0-670-81989-1 | COUNTRY ANIMALS (COUSINS BOARD BK) | COUSINS | MORR | 3.95 | 36 | 2.53 |
| ✓ | | 0-688-10162-3 | CRASHING & SPLASHING | LESTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-7232-3781-6 | DING DONG & OTHER SOUNDS (NOISY BO) | DUBOV | MORR | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-49318-3 | DINNER TIME (POTTER BOARD) | POTTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-671-42113-1 | DOGGIES | ROYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-525-44675-3 | DRESSING (BOARD) | OXENBURY | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-50030-9 | DUCK IN THE POND | CARTLIDGE | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-671-74435-6 | DUCKLING (TUBBY BOARD BK) | | SIMO | 2.95 | 36 | 1.89 |
| ✓ | | 0-525-44676-1 | DUCKY (PET PARADE BOARD BOOKS) | GORBATY | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-694-00304-2 | ELEPHANT IN THE JUNGLE | CARTLIDGE | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | | EVERY DAY (FIRST BOARD BK) | MILLER | HARP | 3.95 | 36 | 2.53 |

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| 11/25/92 | | PATRICIA A. KLINE | | MAIL | | 1 | | 2 |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| ✓ | | 0-671-42110-7 | FAMILY (BOARD) | OXENBURY | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 1-36288-084-5 | FARM ANIMALS (BOARD) | BLIER | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-688-10671-6 | FARM ANIMALS (COUSINS BOARD BK) | COUSINS | MORR | 3.95 | 36 | 2.53 |
| ✓ | | 0-7232-3784-0 | FARMYARD NOISES (POTTER BOARD) | POTTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-86020-719-6 | FIND THE BIRD (FIND IT BOARD BOOK) | CARTWRIGHT | EDC | 3.50 | 36 | 2.24 |
| ✓ | | 0-86020-714-5 | FIND THE DUCK (FIND IT BOARD BOOK) | CARTWRIGHT | EDC | 3.50 | 36 | 2.24 |
| ✓ | | 0-86020-716-1 | FIND THE PIGLET (FIND IT BOARD BK) | CARTWRIGHT | EDC | 3.50 | 36 | 2.24 |
| ✓ | | 0-671-42111-5 | FRIENDS (BOARD) | OXENBURY | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-688-10672-4 | GARDEN ANIMALS (COUSINS BOARD BK) | COUSINS | MORR | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-44902-8 | GOING TO BED BOOK | BOYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-8037-0993-5 | GOOD NIGHT GOOD MORNING | OXENBURY | NALJ | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-00361-1 | GOODNIGHT MOON (BOARD BOOK) | BROWN | HARP | 6.95 | 36 | 4.45 |
| ✓ | | 0-670-81990-5 | HAPPY & SAD | LESTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 0-7232-3783-2 | HAPPY FAMILIES (POTTER BOARD) | POTTER | NALJ | 3.50 | 36 | 2.24 |
| ✓ | | 1-35037-159-2 | HATS (TALK ABOUT BOARD BK #2) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| ✓ | | 1-36288-087-X | HELLO BABY (BOARD) | BLIER | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-49319-1 | HORNS TO TOES | BOYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-45363-5 | IN A LITTLE AIRPLANE | BATH BK | WSTR | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-44567-7 | IN A LITTLE BABY (TUBBY BOARD BK) | | SIMO | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-44568-5 | IN A LITTLE CHOO-CHOO (TUBBY BOARD) | | SIMO | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-44435-2 | IN A LITTLE FISH (TUBBY BOARD BK) | | SIMO | 2.95 | 36 | 1.89 |
| ✓ | | 0-671-44434-4 | IN A LITTLE TUGBOAT (TUBBY BOARD B) | | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-694-00271-2 | IN MY ROOM (MY FIRST WORDS-BOARD) | HILLER | HARP | 3.95 | 36 | 2.53 |
| ✓ | | 0-694-00078-7 | IN THE MORNING (BOARD) (C) | ROCKWELL | HARP | 2.50 | 36 | 1.60 |
| ✓ | | 0-671-74437-2 | KITTY (PET PARADE BOARD BK) | GORBATY | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-688-10161-5 | KNOCK & OTHER SOUNDS (NOISY-BOARD) | DUBOV | MORR | 3.95 | 36 | 2.53 |
| ✓ | | 1-36288-147-7 | LITTLE ANIMALS (BOARD BOOK) | | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 1-36288-148-5 | LITTLE BABIES (BOARD BOOKS) | | CHEC | 2.95 | 36 | 1.89 |
| ✓ | | 1-878624-14-8 | LITTLE FLUFFY DUCKLING | HUTCHINGS | MCCL | 4.95 | 36 | 3.17 |
| ✓ | | 1-878624-18-4 | LITTLE PINK PIGLET | HUTCHINGS | MCCL | 4.95 | 36 | 3.17 |
| ✓ | | 1-878624-12-1 | LITTLE SPOTTED CALF | HUTCHINGS | MCCL | 4.95 | 36 | 3.17 |
| ✓ | | 1-878624-13-X | LITTLE WOOLLY LAMB | HUTCHINGS | MCCL | 4.95 | 36 | 3.17 |
| ✓ | | 0-85953-270-4 | MAN'S WORK (BOARD BK) | ENDERSBY | CHPL | 3.95 | 36 | 2.53 |
| ✓ | | 0-625-44704-3 | NEA-TIME (LOOK AT ME BOARD BK) | SHOTT | NALJ | 4.95 | 36 | 3.17 |
| ✓ | | 0-8037-0994-3 | MONKEY SEE MONKEY DO | OXENBURY | NALJ | 3.95 | 36 | 2.53 |
| ✓ | | 0-671-44901-X | MOO-SAY LA LA LA | BOYNTON | SIMO | 3.95 | 36 | 2.53 |
| ✓ | | 0-8037-0993-1 | MOTHERS HELPER | OXENBURY | NALJ | 3.95 | 36 | 2.53 |

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| 11/28/88 | | PA17042-A | | MAIL | | 1 | | |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| 55 | | 0-694-00302-6 | MY BIRTHDAY PARTY (FIRST BOARD BK) | MILLER | HARP | 3.95 | 36 | 2.53 |
| 55 | | 1-55037-164-9 | MY DAD (TALK ABOUT BOARD BK #4) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| 55 | | 0-688-07187-2 | MY FRIENDS | TAFURI | MORR | 3.95 | 36 | 2.53 |
| 55 | | 1-55037-143-0 | MY MOM (TALK ABOUT BOARD BK #5) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| 55 | | 0-688-10102-X | DINK & OTHER SOUNDS (NOISY BOARD) | DUBOV | MORR | 3.95 | 36 | 2.53 |
| 55 | | 0-671-44507-4 | DEPOSITES | BOYNTON | STIM | 3.95 | 36 | 2.53 |
| 55 | | 0-688-10073-2 | PET ANIMALS (COUSINS BOARD BK) | COUSINS | MORR | 3.95 | 36 | 2.53 |
| 55 | | 0-688-14204-5 | PLAYGROUND (BOARD) | DUNE | HALL | 2.95 | 36 | 1.97 |
| 55 | | 0-671-42109-3 | PLAYING (BOARD) | OXENBURY | SIMO | 3.95 | 36 | 2.53 |
| 55 | | 0-688-00301-0 | PLAYTIME (FIRST BOARD BK) | MILLER | HARP | 3.95 | 36 | 2.53 |
| 55 | | 0-325-44757-1 | PLAYTIME (LOOK AT ME BOARD BK) | SHOTT | HALL | 4.95 | 36 | 3.17 |
| 55 | | 0-688-00302-0 | PLUMMER (BOARD BK) | FIDERSBY | STIM | 3.95 | 36 | 2.53 |
| 55 | | 0-671-74436-4 | PUPPY (PET PARADE BOARD BK) | GURBAY | SIMO | 3.95 | 36 | 2.53 |
| 55 | | 0-671-74438-1 | SHAPES (CIRCLE SQUARE TRI. BOARD BK) | KARL III | STIM | 4.95 | 36 | 3.17 |
| 55 | | 1-55037-161-4 | SHOES (TALK ABOUT BOARD BK #3) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| 55 | | 0-688-00303-0 | SHOPPING TRIP | OXENBURY | HALL | 3.95 | 36 | 2.53 |
| 55 | | 0-02-769020-2 | TICKLE TICKLE (BOARD) | OXENBURY | MACH | 5.95 | 36 | 3.81 |
| 55 | | 1-55037-145-7 | TOYS (TALK ABOUT BOARD BK #1) | BAILEY | FIRE | 4.95 | 36 | 3.17 |
| 55 | | 0-671-74434-8 | TURYLE (PET PARADE BOARD BK) | GURBAY | SIMO | 3.95 | 36 | 2.53 |
| 55 | | 0-688-00304-0 | WASH DAY (BOARD BK) | FIDERSBY | STIM | 3.95 | 36 | 2.53 |
| 55 | | 1-56397-150-X | WHAT ARE YOU TOUCHING (GUMBOLI BOA) | GUMBOLI | SIMA | 3.95 | 36 | 2.53 |
| 55 | | 0-688-14203-4 | WHAT ROUTES (BOARD) | MACE | HALL | 2.95 | 36 | 1.97 |
| 55 | | 1-56397-149-6 | WHAT SHAPE IS THIS (GUMBOLI BOARD) | GUMBOLI | SIMA | 3.95 | 36 | 2.53 |
| 55 | | 1-56397-151-0 | WHATS IN DISGUISE (GUMBOLI BOARD) | GUMBOLI | SIMA | 4.95 | 36 | 3.17 |
| 55 | | 0-688-07189-9 | WHERE WE SLEEP | TAFURI | MORR | 3.95 | 36 | 2.53 |
| 55 | | 0-688-00182-1 | WHERE'S THE CUTEA FIG (BOARD) | ZIEFFERLORE | HARP | 2.95 | 36 | 1.97 |
| 55 | | 0-02-689326-6 | WORDS I KNOW (BOARD BOOK) | | CHEC | 2.95 | 36 | 1.97 |
| 55 | | 0-671-42112-3 | WORKING (BOARD) | OXENBURY | SIMO | 2.95 | 36 | 1.97 |
| Following Out of Stock Items are Cancelled | | | | | | | | |
| 1 | OP C | 0-02-689326-6 | ANIMAL NOISES (MY BABY BOARD BOOK) | | STIM | | | |

ERIC
Full Text Provided by ERIC
NYPC

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26

IMPORTANT

TO INSURE PROPER CREDIT ALL
DISCREPANCIES MUST BE REPORTED
WITHIN 15 DAYS.



PACKING INVOICE

525 NORTH THIRD STREET, MINNEAPOLIS, MN 55401 • PHONE (612) 341-3333 • WATS 800-328-8411

| |
|--------------------|
| CUSTOMER NUMBER |
| 411100 |
| INVOICE NUMBER |
| 111111 |
| SALES ORDER NUMBER |
| 411100 |
| CONTROL NUMBER |
| R53- 8 |

SOLD TO : SAN -

• LEBANON COMMUNITY LIBRARY
125 NORTH 7TH STREET
LEBANON, PA 17042-

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LEBANON, PA 17042-

| INVOICE DATE | | ORDER NUMBER | | SHIPPED VIA | | | CARTONS | PAGE NO. |
|--------------|--------|---------------|--------------------------------------|--------------|-----------|------------|---------|----------|
| 11/11/11 | | 111111 | | MAIL | | | 1 | 1 |
| QTY | STATUS | ISBN | DESCRIPTION | AUTHOR | PUBLISHER | UNIT PRICE | DISC. | AMOUNT |
| 1 | OP C | 0-7214-9535-4 | BABY ANIMALS IN THE WILD (LITTLE B) | MILLER | LADY | | | |
| 1 | TOSC | 0-449-10536-X | BABYS FIRST FINGER PHONES (POPE & L) | SILVERMAN | PUTH | | | |
| 1 | OP C | 0-02-898294-0 | BABYS GAMES (MY BABY BOARD BOOK) | | CHEC | | | |
| 1 | TOSC | 0-02-898294-0 | FIND THE KITCHEN (FIND IT BOARD BK) | CARTWRIGHT | EDC | | | |
| 1 | TOSC | 0-86020-717-X | FIND THE PUPPY (FIND IT BOARD BOOK) | CARTWRIGHT | EDC | | | |
| 1 | TOSC | 0-86020-717-X | FIND THE TEDDY (FIND IT BOARD BOOK) | CARTWRIGHT | EDC | | | |
| 1 | OP C | 0-394-87481-1 | I HEAR | OXENBURY | RHM | | | |
| 1 | OP C | 0-394-87481-1 | I SEE | OXENBURY | RHM | | | |
| 1 | TOSC | 0-688-07185-6 | IN A RED HOUSE | TAFURI | MORR | | | |
| 1 | TOSC | 0-688-07185-6 | LOOK AT ME (LOOK AT ME BOARD BK) | SHOLT | EDC | | | |
| 1 | OP C | 0-694-00272-0 | ME & MY CLOTHES (MY 1ST WORDS-BOARD) | MILLER | HARP | | | |
| 1 | TOSC | 0-7214-5072-3 | MY BATHTIME BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5073-3 | MY BEDTIME BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5074-0 | MY BIRTHDAY BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5076-2 | MY BUSY DAY BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5077-1 | MY GOING OUT BK | LITTLE LADYB | LADY | | | |
| 1 | OP C | 0-02-898292-4 | MY NOISY BOOK (MY BABY BOARD BOOK) | | CHEC | | | |
| 1 | TOSC | 0-7214-5071-7 | MY PLAYTIME BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5095-4 | MY RAINY DAY BK | LITTLE LADYB | LADY | | | |
| 1 | TOSC | 0-7214-5094-6 | MY SUNNY DAY BK | LITTLE LADYB | LADY | | | |
| 1 | OSPC | 0-694-00303-4 | ON MY STREET (FIRST BOARD BK) | MILLER | HARP | | | |
| 1 | TOSC | 0-04-107492-7 | PHIMDAY RIBBON (BOARD BOOK) | ARMON | HARP | | | |
| 1 | TOSC | 0-02-769010-3 | SAY GOODNIGHT (BOARD) | OXENBURG | MALH | | | |
| 1 | OP C | 0-434-00264-X | TIME TO EAT (MY FIRST WORDS-BOARD) | MILLER | HARP | | | |
| 1 | OP C | 0-02-898293-2 | WHEN YOU WERE A BABY (MY BABY BOARD) | | CHEC | | | |
| 1 | OP C | 0-434-00183-X | WHERE'S THE TURTLE (BOARD) (C) | ZIFFERT/LORE | HARP | | | |
| | | | | | | Subtotal | | 235.46 |
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TEMPORARILY OUT OF STOCK - BACK ORDERED
TEMPORARILY OUT OF STOCK - CANCELLED
OUT OF STOCK PUBLISHER - BACK ORDERED
OUT OF STOCK PUBLISHER - CANCELLED
NOT YET PUBLISHED - BACK ORDERED
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NSB - NOT STOCKED - BACK ORDERED
NSC - NOT STOCKED - CANCELLED
OP - OUT OF PRINT

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FAX 717-367-5660

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Lebanon Co. Family Lit. Prog.
125 N. 7th St.
Lebanon PA 17042

462733-462734

462733-462734

5125-3027

SHIP TO:

Thank you
for your order
PAGE 1

000505 YOUR ORDER NO. 7307

| INVOICE DATE | TERMS | NET 30 | SHIPPING DATE | PLEASE REFER TO THIS INVOICE NUMBER ON ALL CORRESPONDENCE | INVOICE NO. |
|------------------------|---------------------------|--------|---------------|--|-------------|
| 1/27/93 | | | 2/03/93 | | E- 712060 |
| QUANTITY | ITEM DESCRIPTION | ISBN | UNIT PRICE | EXTENSION | |
| 20 | REV WHAT TO TEACH CHILD | 24106 | 2.15 | 43.00 | |
| 20 | LO QUE PUEDEN A LOS NINOS | 24874 | 2.75 | 55.00 | |
| AMOUNT OF ORDER | | | | 98.00 | |
| TAX | | | | | |
| P.P. & DEL. | | | | 9.80 | |
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| PLEASE PAY THIS AMOUNT | | | | | NET AMOUNT |
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CONDITIONS OF SALE
SEE REVERSE SIDE

OUT OF PRINT
★ BACKORDERED ITEM

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WITH YOUR CHECK

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ORDER
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10-25-92 11:04 A
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baron County Library Board
(Sandy Long)

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| DATE REQUIRED | TERMS | FOB POINT | HOW SHIP <input type="checkbox"/> Air <input type="checkbox"/> Rail <input type="checkbox"/> Truck <input type="checkbox"/> Parcel Post <input type="checkbox"/> Other |
| REQUISITION NO./FOR | | ROUTING | PLEASE SEND _____ COPIES OF YOUR INVOICE WITH ORIGINAL BILL OF LADING |

PLEASE SUPPLY ITEMS LISTED BELOW

| | QTY. ORDERED | QTY. RECEIVED | STOCK NUMBER | ITEM DESCRIPTION | | UNIT PRICE | TOTAL AMOUNT |
|----|-----------------|------------------|-----------------|---------------------|------|---------------|-----------------|
| 1 | 66 | | | childrens books | 1.99 | 1.30 | 85 80 |
| 2 | 255 | | | " | .99 | .69 | 175 95 |
| 3 | 90 | | | " | .69 | .45 | 40 50 |
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| 257965 | 424977 | 5/24/93 | | |

LEBANON CO FAMILY LITERACY PRO
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125 NORTH SEVENTH STREET
LEBANON PA 17042

LEBANON CO FAMILY LITERACY PRO
ATTN PATRICIA A KLINE
125 NORTH SEVENTH STREET
LEBANON PA 17042

↑ BILL TO ↑

↑ SHIP TO ↑

| LOCATION | ITEM NO. | QTY | DESCRIPTION | ST | PRICE | LINE AMOUNT |
|----------|----------|-----|----------------------|----|-------|-------------|
| 1 | 4287 | 1 | SHEEP ON A SHIP | | 11.90 | 11.90 |
| 2 | 4288 | 1 | SHEEP IN A SHOP | | 11.90 | 11.90 |
| 3 | 4326 | 1 | LOIS EHLERT SET (9V) | | 86.80 | 86.80 |
| 4 | 5457 | 1 | SHEEP OUT TO EAT | | 11.90 | 11.90 |
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LITERACY PROG

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| 1 | ARNOSKY | CRINKLERROOTS GUIDE TO KNOWING TREES | | | | | | 13.95 | 12.87 |
| 1 | ARNOSKY | CRINKLERROOTS GUIDE TO KNOWING BIRDS | | | | | | 14.95 | 13.57 |
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| 1 | YOUNG | SEVEN BLIND MICE | | | | | | 16.95 | 14.97 |

9 BOOKS 115.2
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BOOK CHARGE 115.2
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| ITEM NO. | QUANTITY | QTY B/O | ITEM DESCRIPTION |
|--------------|----------|---------|-------------------------|
| 207 | 1 | | MAKING BOOKS W/CHILDREN |
| 252 | 1 | | HOW TO MAKE BOOKS VOL 2 |
| M974 | 2 | | CONCOCTIONS |
| M1915 | 1 | | PAPER BAGS |
| M1916 | 1 | | PAPER PLATES |
| M1936 | 2 | | KINDERCLIPS |
| M1937 | 2 | | PRESCHOOL PATTERNS |
| M1981 | 3 | | MORE KINDERCLIPS |
| M1982 | 3 | | MORE PRESCHOOL PATTERNS |
| 9 Line Items | | | Total quantity: 16 |

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125 N 7TH ST
LEBANON, PA 17042-5004

| INVOICE DATE | SHIP DATE | INVOICE NUMBER | CUSTOMER P.O. | CUSTOMER NO. | TERMS | DOC. NO. | REP. | FREIGHT | SHIP VIA | |
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| 1208 | 1 2 3 THE TODDLER YEARS | | | | 1 | 1 | | 10.95 | .00 | 10.95 |
| 3305 | MAGIC MIXTURES | | | | 1 | 1 | | 8.95 | .00 | 8.95 |
| 3806 | COOKING UP A STORY | | | | 1 | 0 | 1 | 15.95 | .00 | .00 |
| 4514 | HELLO TOES | | | | 3 | 0 | 3 | 9.95 | .00 | .00 |
| BACKORDERS SHIPPED ASAP! | | | | | | | | | | |
| SEND INVOICE IN TRIPLICATE | | | | | | | | | | |
| | | | | | SALES TAX | SHIP/HANDLING | PREPAYMENT | | TOTAL DUE | |
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check #627
9/23

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LEBANON CO FAMILY LITERAC
125 N 7TH ST
LEBANON PA 17042

LEBANON CO FAMILY LITERAC
125 N 7TH ST
PATRICIA KLINE
LEBANON PA 17042

| | | | | |
|-------------------------------|--------------|------------------------|-------------------------|---------------------|
| PURCHASE ORDER NO. PO 7314 | TERMS NET | CUSTOMER NO 1401570 | INVOICE DATE 8/25/93 | INVOICE NO 37204 |
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| ITEM NO. | QUANTITY | DESCRIPTION | UNIT PRICE | AMOUNT |
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| 800 | 1 | BIG BOOK OF PATTERNS-BOOK 1 | 12.95 | 12.95 |
| 902 | 1 | BIG BOOK OF PATTERNS-BOOK 2 | 12.95 | 12.95 |
| 904 | 1 | BIG BOOK OF PATTERNS 3 | 12.95 | 12.95 |
| 1405 | 1 | GR K-1 WINTER STUDENT MADE BK | 11.95 | 11.95 |
| 1407 | 1 | GR K-1 SPRING STUDENT MADE BK | 11.95 | 11.95 |
| 1409 | 1 | GR K-1 FALL STUDENT MADE BOOKS | 11.95 | 11.95 |
| 255 | 1 A | FALL CREATIVE CORNERS KIT | .00 | .00 |
| 256 | 1 | WINTER CREATIVE CORNERS KIT | 4.50 | 4.50 |
| 257 | 1 | SPRING CREATIVE CORNERS KIT | 4.50 | 4.50 |
| 258 | 1 A | ALL-PURPOSE CREATIVE CORNERS | .00 | .00 |
| 12000 | 1 | 1993 JANUARY CATALOG | FREE GIFT | .00 |
| 105 | 1 | SPRING BULLETIN BOARD IDEAS | FREE GIFT | .00 |

A ITEM NO LONGER AVAILABLE.

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Family Lit Prog/Patricia Kline
Lebanon Community Library
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Lebanon PA 17042

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Family Lit Prog/Patricia Kline
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| 20380 | 1 | More Everyday Circle Times | 0-943452-14-7 | 14.95 | | 14.95 |
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| Main Whse | | Wt 8.80# Quan 10 | | | |



1. Talk with your children as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.

2. Read to your children. Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let *them* choose the story.

3. Let your children see you read. That is the best way to show them that you think reading is important, and that you enjoy it, too.

4. Ask older children to read to younger ones. The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.



5. Go to the library together. Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.



6. Give your children books about their special interests. Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.

7. Keep books, magazines, and newspapers around your home so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.



8. Plan outings for your children. Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.

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9. Say rhymes, raps, and poetry, and sing songs. Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.

10. Tell stories about your family, and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud at another time.



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Publication of *HELPING YOUR CHILDREN BECOME READERS* is made possible by a grant from the John D. and Catherine T. MacArthur Foundation.

Washington, D.C. 20026

P.O. Box 23444

RIF

For more information, write to:

reading in the home.

Reading Is Fundamental—RIF—is a national non-profit organization that gets children to read. Founded in 1966, RIF works through local programs in thousands of communities throughout the U.S. RIF's series of Parent Guide brochures is designed to help parents encourage reading in the home.



When you open a book with your children, you are opening the world for them.

You are making them think and wonder, and want to know more. You are helping them to do well in school, and someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books, and help them learn skills that will lead



Lebanon County Family Literacy Program
125 NORTH 7th STREET
LEBANON, PA 17042
(717) 273-7624





1. Hable con sus niños al jugar, al ir de compras y al hacer los trabajos de la casa. Escuche con interés a sus niños y hágales preguntas. El hablar con sus niños les ayuda a aprender como manejar el idioma.

2. Lea en voz alta a sus niños. Procure leerles cada día a la misma hora, por ejemplo, a la hora de acostarse. Deje que sus niños escojan la lectura. Léales en español o en inglés, lo importante es leer.

3. Deje que sus niños le vean leyendo. Esta es la mejor manera de mostrarles que usted valora la lectura y que también disfruta de ella.

4. Anime a los hermanos mayores que lean a los más pequeños. Esta es una manera para que los hermanos mayores muestren sus habilidades. Así, los menores aspirarán algún día a leer como los mayores.



5. Visiten la biblioteca juntos. Pídale al bibliotecario que les ayude a encontrar sus libros favoritos. Los empleados de la biblioteca están dispuestos a ayudarles. Asegúrense de tener un carné de la biblioteca.



6. Dé libros a sus niños sobre temas que les interesen. ¿Les gustan los animales, los deportes o la magia? Sorpréndalos con algún libro o revista sobre su tema favorito.

7. Mantenga libros, revistas y periódicos en casa para que siempre tengan algo que leer. Lean también en voz alta otras cosas que están a su alrededor. Por ejemplo, mientras pasean por la calle, lean las señales de tránsito y los rótulos. Y en casa, lean tarjetas y postales de familiares que se encuentren lejos del hogar.



8. Lleve a sus niños a lugares distintos. Llévelos al parque, a un desfile, o a pasear. Los niños aprenden de lo que les rodea, de lo que ven y hacen. Infórmese y participe de actividades que ofrecen su iglesia y comunidad.

9. Practique rimas, poesías y canciones. Las rimas son fáciles de recordar, así que los niños pequeños pueden recitarlas con los demás miembros de la familia sin dificultad. Las rimas también les ayudan a aprender como suenan las letras.

10. Cuente historias de su familia e historias favoritas de su niñez. Anime a los abuelos y otros familiares para que también les cuenten historias. La narración es una buena manera de transmitir su tradición.

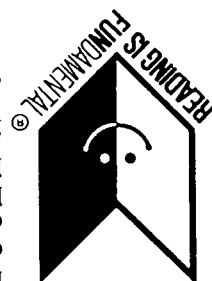


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La publicación de *Como Ayudar a que sus Niños Sean Buenos Lectores* ha sido posible gracias a la Fundación John D. and Catherine T. MacArthur.

Washington, D.C. 20026
P.O. Box 23444

RIF
Para mayor información, escriba a:
en casa.
hecha para ayudarles a promover la lectura
serie de folletos dirigidos a los padres fue
lectura entre los jóvenes americanos. Esta
locales desde 1966 para promover la
que ha trabajado con miles de grupos
organización nacional, sin fines de lucro,
Reading Is Fundamental—RIF—es una



Como ayudar a que sus niños sean buenos lectores



Cuando usted abre un libro con sus niños, está abriendo el mundo para ellos.

Los hace curiosos y les da ánimo para aprender más. Les facilita el éxito en la escuela para que algún día encuentren un buen trabajo. Y lo mejor de todo es que ustedes se divierten juntos en familia.

Aquí se presentan algunas ideas para atraer la atención de sus niños hacia los libros y ayudarles a desarrollar sus habilidades, lo que les va a impulsar en el camino hacia la lectura y todos sus beneficios.



CoreStates

Hamilton Bank

October 20, 1992

Lebanon County Family Literacy Program
c/o Lebanon Community Library
125 North Seventh Street
Lebanon, PA 17042

Dear Ms. Kline:

We are pleased to enclose a check for \$100.00 made payable to your organization.

We take great pride in giving financial assistance and support to your organization and others like yours who help to make a big difference in our community.

Best wishes for success and your continued good work.

Sincerely

Elizabeth A. Madonna
Assistant Vice President

kc

Enclosure

Family Literacy Videos Available

Read to Me: Libraries, Books, and Your Baby produced by Greater Vancouver Library Federation, 110-6545 Bonsor Avenue, Burnaby, B.C. v5h 1h3. 437-8441. 1986. 15 minutes.

This video presents the library as very "user-friendly", showing "real" parents and librarians interacting with children in a library. Thoroughly discusses the benefits of reading to children in a non-threatening manner, models appropriate behaviour.

From the Crib to the Classroom, A video about families learning together produced by PLAN, Inc., 1332 G Street, S.E., Washington, D.C. 20003. (202)547-8903. 1990. 12 minutes.

Depicts several families discussing their attitudes toward learning and literacy. Includes parents who have improved their own reading skills or pursued a GED. Straight forward and easy to watch.

Family Literacy: The Learning Triangle produced by WPSX, Pennsylvania State University, in conjunction with the Pennsylvania Department of Education, contact AdvancE, Pennsylvania's Adult Basic and Literacy Education Resource Center, 11th floor, 333 Market Street, Harrisburg PA 17126-0333. 1-800-992-2283. 1990. 29 minutes.

This video shows several successful models of family literacy programs in Pennsylvania. Includes interviews with parents and family literacy educators. Insight and some good ideas for providers.

Family Literacy Program produced by the Lebanon County Family Literacy Program (see address above) in conjunction with the Pennsylvania Department of Education (contact AdvancE, above) 1991.

"An excellent inservice tool for training tutors and teachers in the use of family literacy materials and concepts. The narration centers around materials for parents included in a packet of materials." -excerpt from January 1992 issue of What's The Buzz, vol.11 no.5.

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- Trelease, Jim, The New Read-Aloud Handbook, New York: Penguin Books, USA, Inc., 1989.

Children and Words

Some ways to use whole sheets:

- Practice the concepts of ring, box, and underline.

Ask children^{to} ring all of one letter on a page; for example "ring all the b's on this paper."

- Older children can ring , box or underline with words that they know.
- Use different colored markers or crayons: "Ring all the a's with red and all the t's with blue."
- Draw a face or color in all the o's or other circle letter.
- Ask the child to find all the letters in her/his name.
- Draw lines to connect letters or words on a page that match.
- Use blank and mostly blank pages to draw, and/or practice letters and words.

Some ways to use individual letters and words:

- Let children practice small motor skills cutting apart letters and words.
- Use magazine pictures and index cards to make two sets of alphabet cards. You can make one set without pictures if you like. Now you can play Alphabet Memory, or other matching games.
- Match individual letters in short words.
- Older children can make sentences from words - draw words at random and see how many you can use in a sentence.
- Match rhyming words.
- Compare individual letters - what do they look like? Play "One of these letters is not like the others." You can use your alphabet cards for this.
- Use double sided tape to label things in your home.
- If children are learning their letters, use a ring or ribbon to keep the letters they have learned. This way, children can "own" letters as they learn them. Older kids can "own" words.
- Use words to make picture books.
- Have a "word (or letter) of the week." Post in a prominent spot, talk about it, use it, at the end of the week, give each child a copy to "own" or paste in a book.
- Play Scrabble in teams - let older kids help younger ones on their team. Each team draws 7 letters - this part can even be run as a relay.

For Scrabble relay you will need a hundred letters as follows:

| | | |
|---------------------|---------------------|---------------------|
| 9 A @ 1 point each | 1 J @ 8 points | 4 S @ 1 point each |
| 2 B @ 3 points each | 1 K @ 5 points | 6 T @ 1 point each |
| 2 C @ 3 points each | 4 L @ 1 point each | 4 U @ 1 point each |
| 4 D @ 2 points each | 2 M @ 3 points each | 2 V @ 4 points each |
| 12 E @ 1 point each | 6 N @ 1 point each | 2 W @ 4 points each |
| 2 F @ 4 points each | 8 O @ 1 point each | 1 X @ 8 points |
| 3 G @ 2 points each | 2 P @ 3 points each | 2 Y @ 4 points each |
| 2 H @ 4 points each | 1 Q @ 10 points | 1 Z @ 10 points |
| 9 I @ 1 point each | 6 R @ 1 point each | 2 blanks |

The contents of this material were compiled under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education and you should not assume endorsement by the federal government.



Congratulations

child of

is Born to Read

First
Family Literacy Baby
19—

Project Team Coordinator

Family Literacy Coordinator

Eleven Clues to a Client's Literacy

1. Do your clients ask you to fill out their forms or do it themselves and make many mistakes?
2. Do clients take forms home to complete?
3. Do clients bring a friend to help with forms?
4. Do your clients always ask you to explain what they've just "read"?
5. Do clients fail to respond to mailed notices, bills, etc.?
6. Do clients ask you to call rather than mail information to them?
7. Do clients consistently forget appointments?
8. Do clients turn down opportunities that require reading and/or writing?
9. Do your clients make excuses for not reading brochures or written explanations of your services—for example: "I forgot my glasses," "I have a headache," "I don't have time."
10. Are your clients' children in special reading or learning-disabled classes?
11. Do client's eyes move from left to right when "reading"?



Readability Tips

1. Keep sentences short. Never use more than 20 words in a sentence; better to keep to around 10 or fewer words per sentence.

2. Keep paragraphs short. There should be a new paragraph on an average of every six lines.

3. Use easy words. Let the short, familiar words carry the main burden of getting your point across. Save the big words for the times when only a big word will give the precise meaning needed to get your message across.

4. Get to the point. State the purpose of your message up front; don't include unnecessary or irrelevant information.

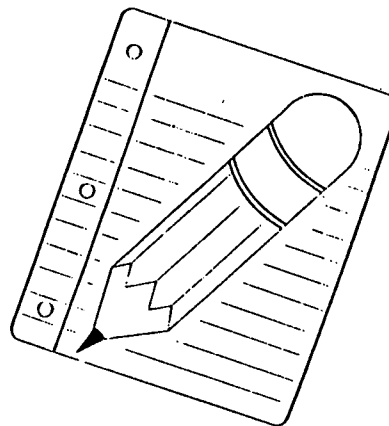
5. Write things in logical ABC order. Write in this order: who, what, when, where, why and how.

6. Be definite. Don't hedge. Be careful with words like: seems, may, perhaps, possibly, generally, usually, apparently. Using these words may mean that you don't have a clear picture of what you are trying to say. That means what you say will be unclear.

7. Be direct. Don't say, "Parents should" when you can say "You should" or "Please [do]."

8. Use the active, not passive, voice. Put the subject at the beginning of the sentence. Don't write, "A consent slip must be signed by the parent in order for the child to attend the field trip to the zoo" when you can say, "Please sign and return the consent slip if you want your child to go on the trip to the zoo."

9. Use pictures and subheads. A page of solid writing looks like a sea of gray. It discourages many readers before they begin reading. Pictures and subheads break up the gray and also give clues to what's more or less important.



10. Watch the type size, and those CAPS. For low-level readers, a 12-point type with about six lines to the inch is best. Too many capital letters, even for good readers, are hard to read. Leave the capital letters for the beginning of the sentence, proper nouns, titles, subheads, etc. A good rule of thumb is, when in doubt, lowercase.

11. Know your audience. Who's the material being written for? What are their reading abilities/limitations? If you aren't sure, test some of your materials on a few people. When in doubt, assume there are some poor readers who will be receiving your materials.

12. Know yourself. Be real. Be yourself. Write as you talk, not as you were taught to write. Write to express, not to impress.

13. Write and rewrite. Write a draft, then look at what you've written. How long are the sentences? How many long words have you used? Have you used the passive voice? Are there any unexplained technical words? Have you used jargon or abbreviations your audience may not know? Ask someone to review what you've written. Rewrite, then look again.

Type Size and Line Length

9 point type, like this, is "fine print."

10-point type is still difficult for marginal readers.

12-point type (about six lines to the inch) is recommended as a minimum for new readers.

The length of the type line should be equal to an alphabet and a half. A 12-point line should be:

abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyz
(about 4" or 39 spaces)

For a longer line, use larger type:

abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyz

If the lines are too long, new readers will have trouble finding the next line.

Type Style

Italics, like these, are harder to read than upright letters.

Sans serif letters, like these, are harder to read than serif type letters, like these. (You can tell serif letters by the little "feet.")

A

This is serif type.

A

This is sans serif type.

Italics and sans serif type are okay for titles and subheads, but avoid using either one for the body type.

WORDS THAT ARE WRITTEN ALL IN CAPITAL LETTERS ARE HARD TO READ, EVEN FOR GOOD READERS. If something is important, put it in boldface or underline it, but do not put it in all caps.

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DETERMINING READABILITY

1. Count out a one hundred (100) word sample.
2. Count the number of sentences in the sample.
3. Divide #1 by #2.
4. Count the number of difficult words. (Difficult words are those with three or more syllables.)
5. Add #4 to answer #3.
6. Multiply the total of #5 by 0.4 (constant).
7. Total is the grade level of the sample.

GENERAL RULES TO WRITING FOR EASY READABILITY

1. Keep sentences and paragraphs short, but do vary their length.
2. Use an easy word instead of a hard one when you have a choice.
3. Try to keep the subject and verb close together. Use common sentence patterns.
4. Use "concrete" words rather than abstract words.
5. When possible, use the active voice. Once in a while address the client directly.
6. Use accurate words, not just short ones especially if the hard word gives the precise meaning you want.
7. Don't break sentences in half if they are better understood left together.
8. Use large margins around the printed area.

Instead of This:

The PTA gathering is for parents and teachers to get acquainted.
Enclosed is an initial report on your child's progress.
At the present time...
In the near future....
Prior to the start of the school year....
This letter is in connection with your child's special learning needs.
In the event that...
This memo is in reference to...
In order that...
The program will be terminated.
For your convenience in the utilization of these library materials...
There has been a modification to the schedule.
In approximately thirty days...
The program will commence...
Demonstrate for your child...

Write This:

You can meet your child's teacher at the PTA meeting.
This is the first report on your child's progress.
Now...
Soon....
Before the first day of school....
I am writing you about your child's special learning needs.
If...
This is about...
So...
The program is ending.
To make it easy for you to use these library materials...
The schedule is changed.
In about a month...
We will start...
Show your child...

A FEW BASIC CAUSES OF ILLITERACY

ENVIRONMENTAL:

1. Personal poverty - families are lacking in knowledge of proper nutrition which affects the ability to learn. They usually live in neighborhoods that are largely illiterate and live from day-to-day.
2. Unstable family life - abuse and/or neglect left these individuals too disturbed or distracted to learn.
3. English is the second language in the home. Usually these families are also found to be lacking in the basic skills of their native language.

GEOGRAPHICAL/ECONOMIC:

1. Rural or isolated area that provides few good opportunities for learning.
 - a. In these areas it may be necessary for the individual to drop out of school to supplement the family income.
2. Many school districts in areas that are economically depressed cannot afford to provide a first rate education. These districts may have insufficient schools and equipment, difficulty in providing transportation to students, and/or insufficiently trained teachers.
3. Migration of the family for employment. This results in sporadic school attendance.

PERSONAL:

1. Chronic illness in childhood.
2. Maturation lag - lack of physical or emotional readiness to learn reading at the time it is presented in school.
3. Under-achievement and/or limited ability.
4. Undiagnosed learning disability or perceptual difficulties.

COMMON SIGNS DISPLAYED BY NON-READING ADULTS

1. Refusing to complete forms in the office or forms are improperly completed
2. Does not respond to written correspondence
3. Always has an excuse for needing assistance to complete forms
4. Avoids any situation that may require reading in public
5. Avoids contact with authority figures
6. When in contact with a representative of authority they tend to be confrontational or easily frustrated
7. Does not actively seek information or is "informed" by unreliable sources
8. Very low self-esteem
9. Resists and/or drops out of necessary services

PHYSICAL SIGNS DISPLAYED BY NON-READING ADULTS

1. Squinting
2. Shifting head to favor one eye or ear
3. Runs finger under line of print
4. Spelling or sounding out words while reading

GENERAL CHARACTERISTICS OF ADULTS WITH EDUCATIONAL PROBLEMS

1. LACK OF SELF-CONFIDENCE:

- A. These adults have a history of past failures. This leaves them feeling inadequate and unable to compete in today's world. Eventually they stop trying.
 - 1. Try to help these individuals feel they have succeeded in their approach to you and your agency. We must make sure these individuals are actively involved in your agency's processes.
 - 2. Be aware that these individuals lack motivation due to their repeating past failures.
 - 3. The adults still may not believe they are capable. Therefore agencies may need to repeat to the clients information previously given so as to reinforce the message that they can succeed.

2. HOSTILITY TOWARDS AUTHORITY:

- A. Because of the disadvantaged adults' past unhappy association with representatives of authority, any agency that projects itself as an authority figure is sure to have difficulty managing these individuals.
 - 1. You must present yourself as a friend or at least a guide to reach these individuals. Expect to be tested until they are sure of your sincerity.
 - 2. Associated with this hostility is their fear of being tested and having their failures exposed in public. You must accept their limitations. Avoid at all costs any sarcasm or ridicule. Accentuate the positive. These individuals are extremely sensitive and very aware of body language and/or non-verbal forms of communication. They usually will respond more strongly to the non-verbal message being sent since they have learned to depend on and trust their instincts.
 - 3. These individuals will be unwilling to open up. They rarely have anyone show a true interest in them or their feelings and opinions.

3. LIVING IN ECONOMIC POVERTY:

- A. Besides a lack of education these individuals may also lack proper nutrition, which may cause their apathy, short attention span, and sleepiness at a time when we may require their full attention. There may also be other physical handicaps that must be diagnosed and dealt with.
 - 1. We must remedy these handicaps by referrals to the appropriate agencies or medical facilities, or take other appropriate measures.

4. NEED FOR STATUS:

- A. Use a formal greeting (Mr., Mrs., or Ms.) until a confidence is established.

5. VARY IN INTELLIGENCE AND ABILITY:

- A. Many educationally disadvantaged adults are of average aptitude, some may have a high aptitude. Adults with low aptitudes will require a more active method of assistance.

6. MAY EXHIBIT DIFFERENT VALUES, ATTITUDES, AND GOALS:

- A. The disadvantaged individual is a product of his or her past and present environment. This environment may encourage a "live for today" philosophy.
1. Do not judge these individuals by your personal standards.
 2. It is not our business to change these adults but to assist them in becoming the best they can and want to be.
 3. The best way to understand these individuals is to imagine yourself in their situation.

When we help these adults make even the smallest achievement, we are moving them towards personal independence.

As you learn the characteristics of these adults and the difficulties faced in working with them, you probably will ask if you are actually helping these adults. If we can assist these adults in making even the smallest achievement, then we are moving them toward their first steps towards personal independence.

Society is selling these myths. And we seem to be buying them. The tragic part is the disadvantaged adults are also buying into this destructive image of being "dummies". This causes guilt that further inhibits their ability and desire to attempt any change.

The realities these adults live in are:

1. Daily fear of being exposed, of being labeled, of making a serious mistake that could threaten their own or others' lives.
2. Dependency on others for even the simplest reading tasks, which leads to...
3. Frustration.

HANDOUT - Common Signs

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¡Padres y madres!

Por favor, venga los "jueves a escuela"

Todos los jueves 10:30 - 11:30 o 1:00 - 2:00
en biblioteca de la escuela

¡Aprenda ayudar a sus niños!

¡Hab a muchos materiales gratis
para sus niños!

Parents!

Please come to

"Thursday at School"

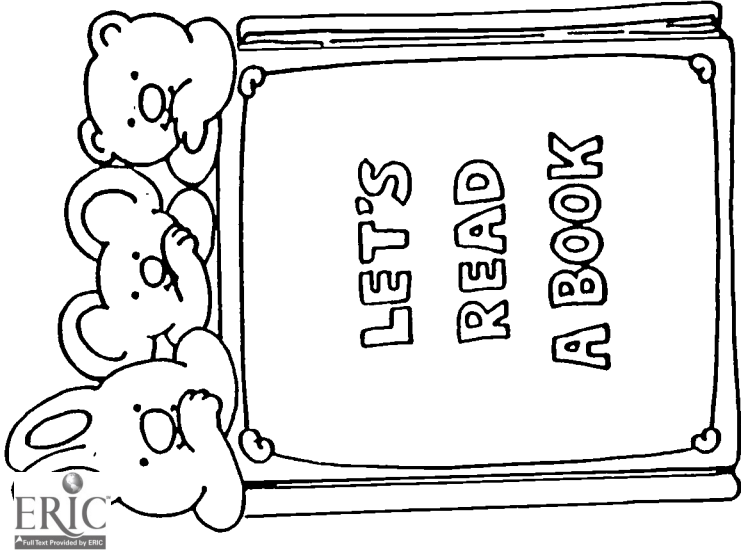
Every Thursday

10:30 - 11:30 or 1:00 - 2:00

in the school library

Learn to help your kids!

57 Lots of free stuff for kids!



TO PARENTS OF BOOST STUDENTS

Did you know that reading to your child for just 15 minutes every day will help your child learn better in the years to come? That it will make it easier for your child to learn to read and to do better on tests? It will!! Just 15 minutes a day!

To help your family get into the reading habit, we are starting a new program. Every Friday, your child will bring home a reading log with a picture to color for each day that he or she is read to.

Don't worry if you don't read well. You can look at a book together and make up a story for the pictures. The important thing is you, your child, and a book together for 15 minutes every day.

Have your child color a part of each reading log for every day that your read together.
On Friday, your child can return the finished paper for a prize!!

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PARA LOS PADRE DE ESTUDIANTE DEL PROGRAMA "BOOST"

¿Sabia usted que leerle a su niño(a) por 15 minutos diario hará que su niño(a) sea un mejor estudiante durante años venideros? ¿Que se le hará mas facil a su niño(a) aprender a leer y mejorarse en cuanto a examenes? ¡Lo hará! Solamente 15 minutos al dia!

Para ayudar a su familia formar el hábito de leer juntos, estamos comenzando un programa nuevo. Todos los viernes, su niño(a) llevará a su casa un cuaderno de lectura con un retrato para pintar por cada dia que usted la lea.

No se preocupe si usted no lee bien. Pueden mirar un libro juntos y crear una historia relacionado a los retratos. Lo importante es usted, su niño(a) y un libro juntos todo los dias por 15 minutos.

Haga que su niño(a) pinte una parte en la pagina de lectura por cada dia que lean los libros juntos. El viernes, su niño(a) puede devolver el papel completado y ganar un premio.

Lebanon County Family Literacy Program

Sandy Long
Family Literacy Coordinator
Lebanon County Housing Authority
1012 Brock Drive
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(717) 273-8901



Patricia A. Kline
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Lebanon Community Library
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Lebanon, PA 17042
(717) 273-7624

Are Your Children Watching too Much TV?

Children who are watching too much television:

- Watch three or more hours a day*
- Throw temper tantrums when they can't watch TV or when they have to stop
- Would rather watch TV than play with their friends
- Plan their activities around the shows they like
- Don't answer you if you call them while they're watching TV
- Talk a lot about TV shows and TV characters
- Often don't do their homework or chores because of watching TV

(from Breaking Your Child's TV Addiction by David Pearce Demers)

* Three hours a day is still far too much TV for any age child.

How You Can Control the TV (Even Without the Remote)

Treat television viewing as an activity instead of a lifestyle:

- LIMIT the amount of time the TV will be on.
- CHOOSE with your children what show to watch.
- DON'T LET THEM WATCH ALONE!!
- PROVIDE children with interesting alternatives to TV

What Are Some Interesting Alternatives to TV?

TV shows tell us stories or give us information while showing us pictures. Sound familiar? Here's how to do it without TV:

- BOOKS!! Read them, look at them, listen to them, write your own
- Stories - tell old favorites, make up silly new ones, ask kids to tell you one
- Explore. Look under a rock up in a tree, in the back of a closet. Talk about what you see. Draw a picture of it. Tell a story about it
- Go to the LIBRARY. Every book is a new adventure and the library is full of them!
- TALK to your kids. ASK questions and really LISTEN to the answers.
- And don't forget BOOKS!!

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Dear Friends,

We would like to introduce ourselves to you -- we are the Lebanon County Family Literacy Program. Our program is dedicated to breaking the cycle of low or non-literacy by encouraging families of every description to make reading and education a top priority in their lives. Our simple premise, in the three years since our inception, has been that a child who is taught to equate reading with love and empowerment will learn to love reading. We believe that true "Family Literacy" is the intergenerational sharing of literacy that provides a family environment to: 1) support and expand a range of literacy activities in both home and school, and 2) encourage families to incorporate those activities into their own cultural context.

We are pleased to be able to offer our services to agencies and schools in our community and county. We serve not only families, but human service workers, child-care providers, teachers and aides, administrators, school/agency support staff, and adult and teenage students as well. Enclosed is a list of topics available for our presentations/workshops. We have a wide variety of materials on these and many other topics. If you have a topic in mind that is not listed, we can tailor any presentation to your time limits and your audience.

Although we are currently housed in the Lebanon Community Library and LCHA Social Services, we receive no funding from them or from any other agency. At this time, our primary funding source is a grant from the US Department of Education, with some additional funds from local businesses. We are adequately funded at least through September 1993, and so are able to provide program participants with free materials and samples of childrens' books. We are also happy to serve as a clearing-house for other "handouts", project ideas, and (re)sources. You will find one of our most popular brochures enclosed -- Helping Your Children Become Readers.

Since we are aware of the lean budgets of most Social Service agencies and schools, we urge you to take advantage of the services offered by the Family Literacy Program before our funding runs out! We are especially interested in helping parents/care providers to help children keep reading and learning over summer vacation. To do that, we need both to get the word out before vacation starts, and to reinforce it during vacation.

Please contact us soon -- daily between 9:00 and 4:30 at either of the letterhead numbers.

Sincerely,

A handwritten signature in cursive script that reads "Patricia".

Patricia A. Kline
Project Team Coordinator

A handwritten signature in cursive script that reads "Sandy".

Sandy Long
Family Literacy Coordinator

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Lebanon County Family Literacy Program

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SUGGESTED WORKSHOP / PROGRAM TOPICS

- . Raise A Reader Easily
- . Storytelling (hands on)
- . Puppets (demonstration / hands on)
- . Children and Television
- . Cheap and Easy Pre-Reading Activities (hands on)
- . Make Your Own Books (hands on)
- . Childrens Book Review - What's New, What's Appropriate
- . Be Your Childs First Teacher
- . Sensitivity to Non-Reading Adults
- . Accessing Professional / Library Resources

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MT. GRETNA PLAYHOUSE
SUMMER THEATRE IN THE WOODS
PRESENTS
NEIL SIMON'S

"RUMORS"

PAY-WHAT-YOU-WILL
BENEFIT MATINEE
SATURDAY, JUNE 19th, 2:00 PM

PROCEEDS BENEFIT
LEBANON COUNTY FAMILY LITERACY PROGRAM

CALL THEATRE (964-3322) FOR DETAILS

Lebanon County Family Literacy Program

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Family Literacy Coordinator
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Lebanon, PA 17042
(717) 273-8901



Patricia A. Kline
Project Team Coordinator
Lebanon Community Library
125 North Seventh Street
Lebanon, PA 17042
(717) 273-7624

Gretna Theatre

Box 578
Mt. Gretna PA
17064

FOR IMMEDIATE RELEASE

Contact: Suzanne Bryla
(717) 964-3322

(717) 964-3322
(717) 964-2139 fax

RUMORS PERFORMANCE TO BENEFIT LITERACY PROGRAM

MT. GRETNÄ. PA...Gretna Theatre dedicates one performance of each show throughout the summer to benefit a charitable cause.

The Saturday, June 19, matinee performance of Neil Simon's RUMORS, sponsored by Meridian Bank, will benefit Gretna Theatre and the Lebanon County Family Literacy Program.

It's called the "PAY-WHAT-YOU-WILL" campaign. Everyone is invited to come to the Gretna Theatre box office on the day of the campaign and donate any dollar amount for a seat at the 2 PM show.

Benefitting the Lebanon County Family Literacy Program, the money donated to them will go toward their goal to work against illiteracy in the Lebanon County area. The program has a specific interest in working with families to break a cycle of illiteracy.

Since the program began in 1990, "the project has been able to provide thousands of children's books and parent materials to the community, as well as many hours of workshops and presentations," said Sandy Long, Family Literacy Coordinator.

Funded originally by a grant from the US Department of Education, the Literacy Program is housed in the Lebanon

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more...

Community Library and LCHA Social Services.

Ms. Long works with Patricia Kline, Project Team Coordinator, offering a diverse selection of needed services to the Lebanon County area schools and agencies. Services include providing children's books, workshops on reading instruction and encouragement, library usage workshops, and referring adults to the Literacy Council for free confidential one-to-one tutoring.

Saturday, June 19, is a chance for Gretna Theatre, Meridian Bank, The Lebanon County Family Literacy Project and the community to come together, enjoy a comedy in the theatre and support the on-going effort to decrease illiteracy.

RUMORS by Neil Simon is a comedy of four couples at a dinner party who create a cover-up to explain why the hostess is missing and the host has passed out. The Comedy erupts when no one really knows the answers and the tangled pattern of lies becomes the perfect recipe for farcical fun.

Tickets available the day of the performance at the box office only. Any donation welcome. Call (717)964-3627 for information.

-30-

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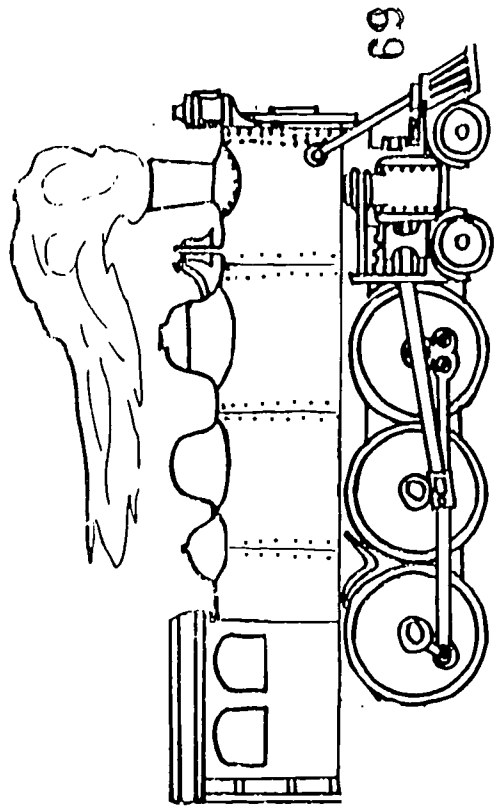
Get on the Reading "Track"

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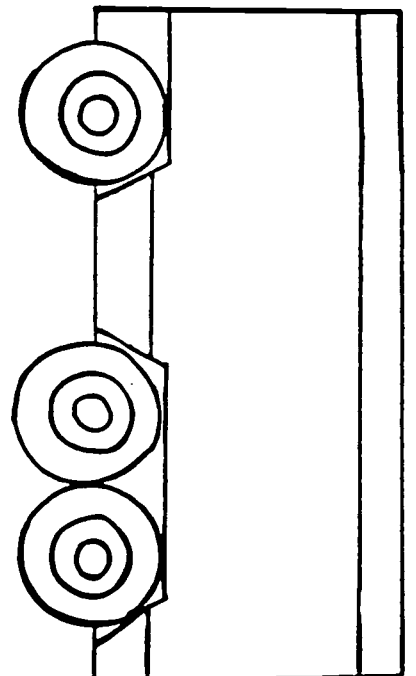
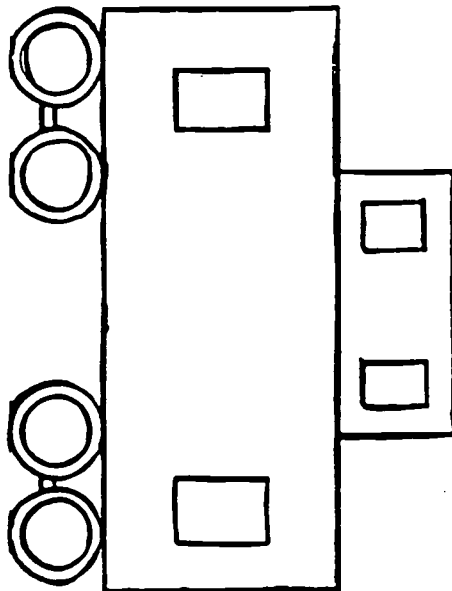
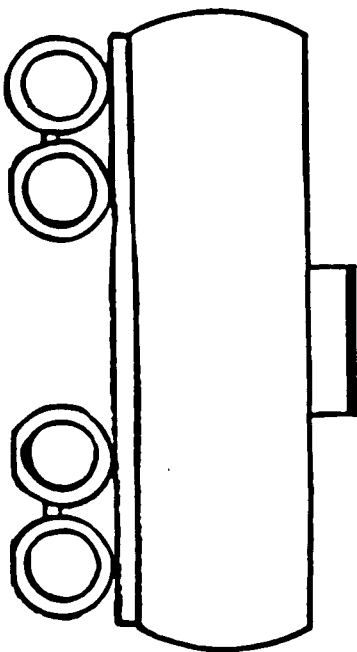
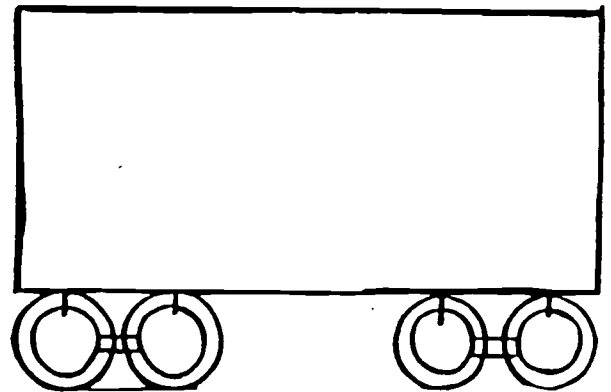
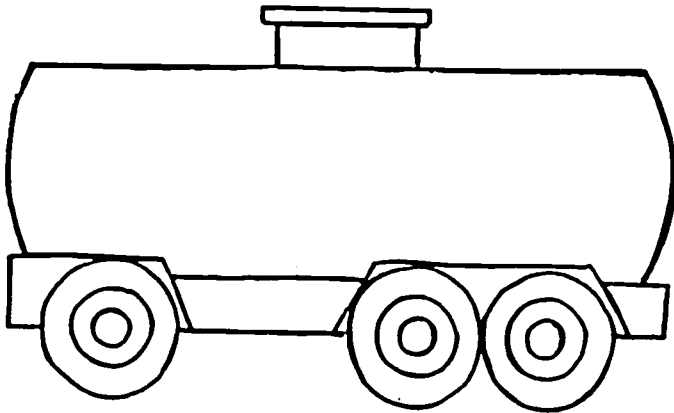
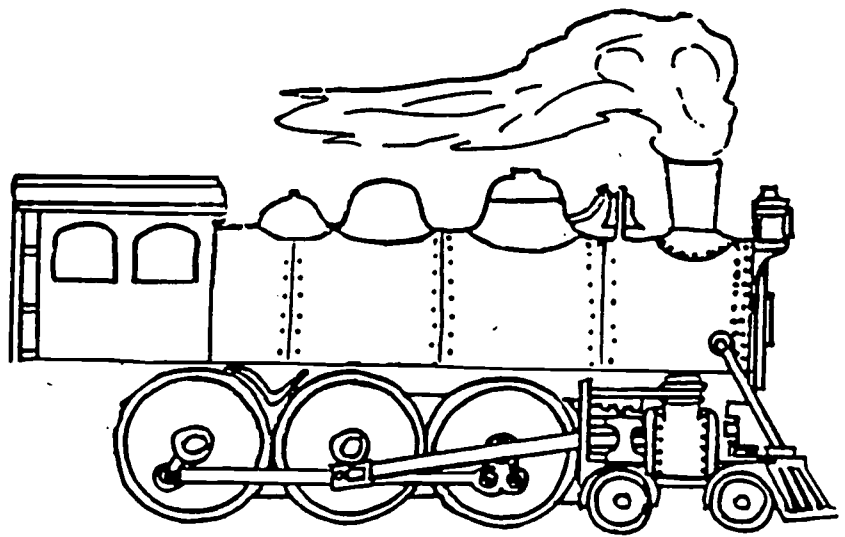
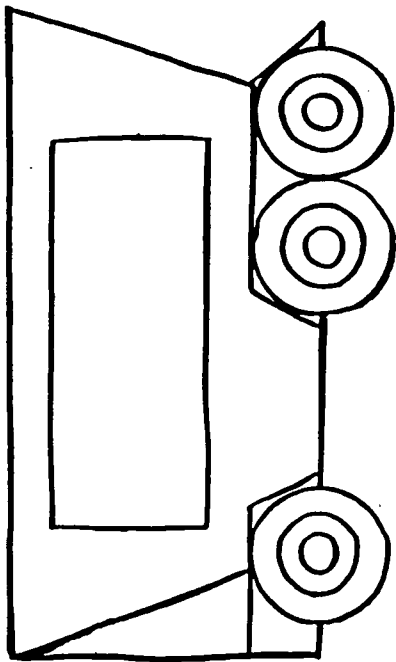
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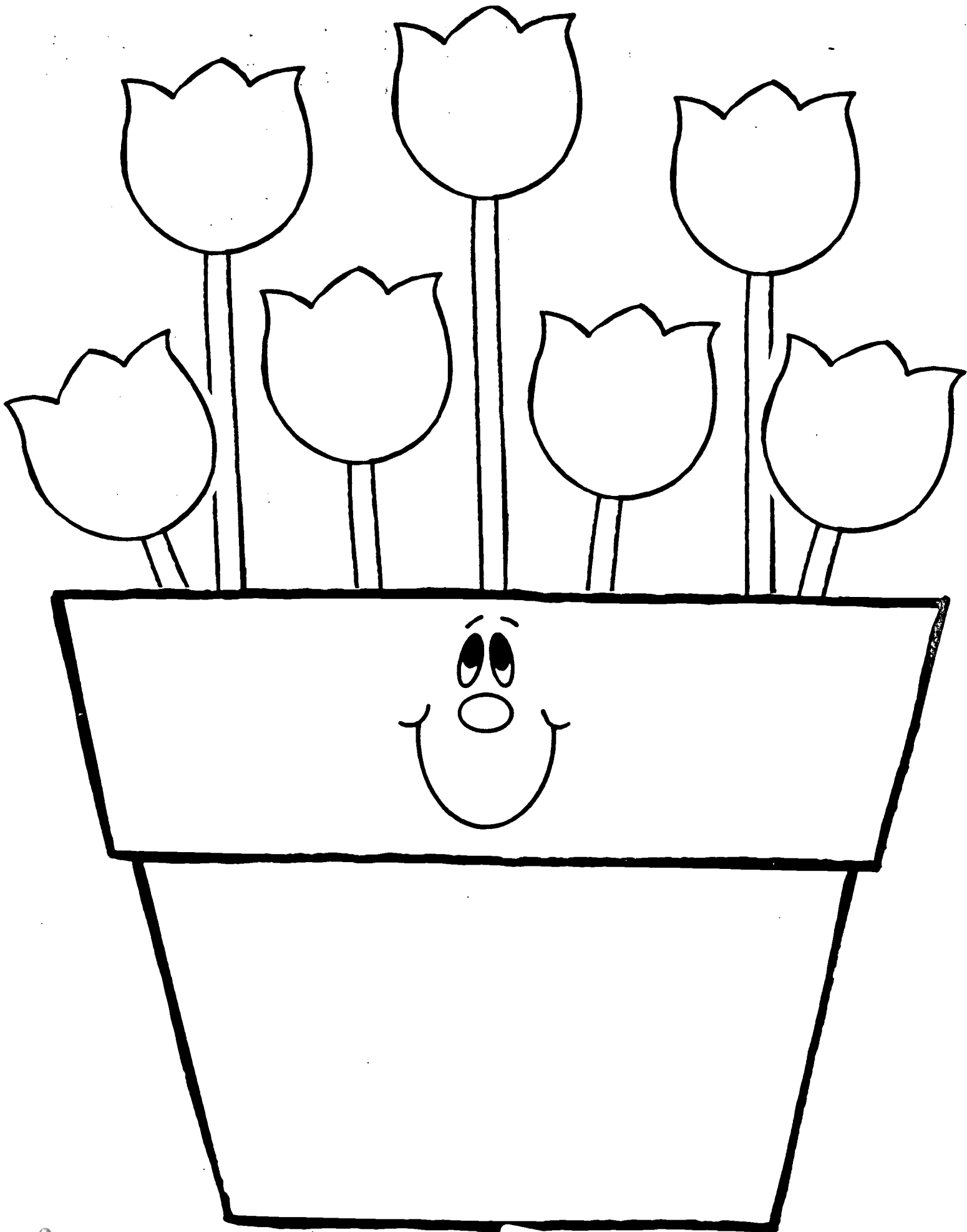
Lebanon County Family Literacy Program

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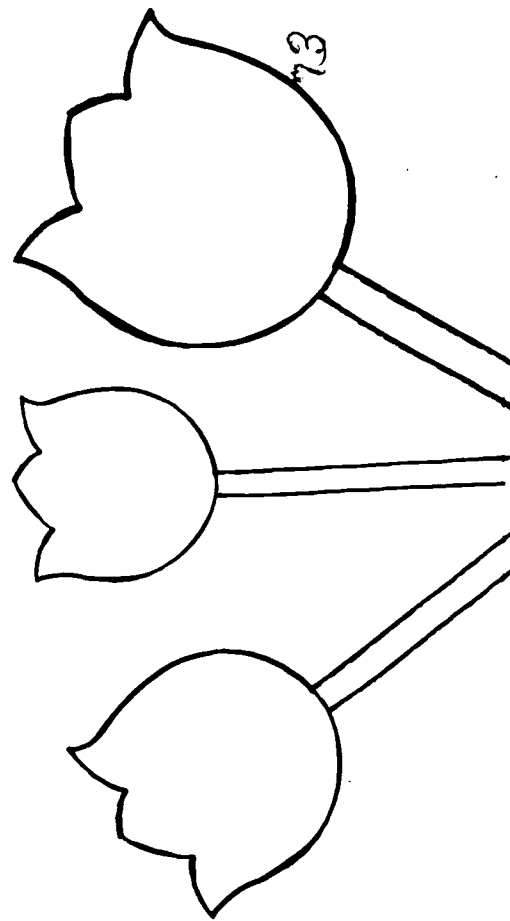
Grow Up Reading Together

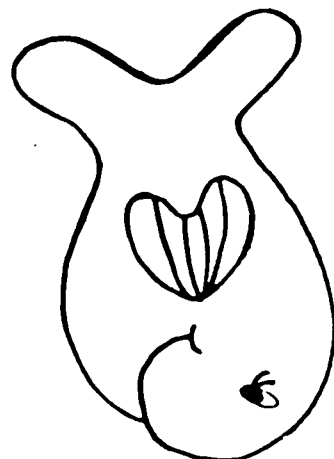
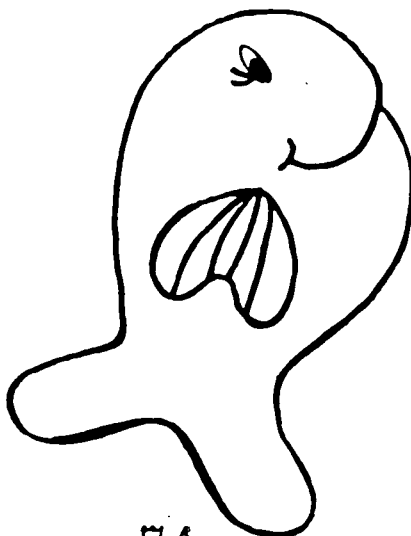
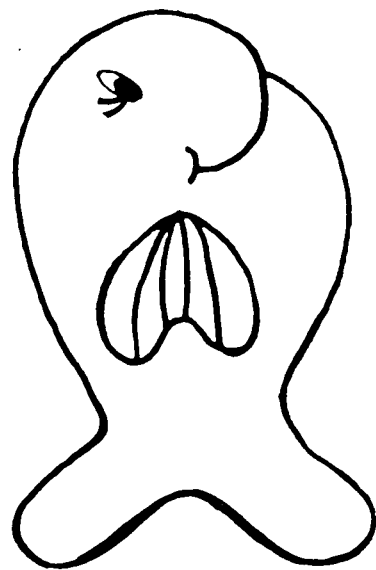
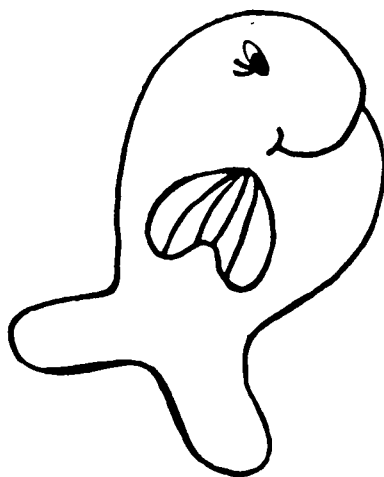
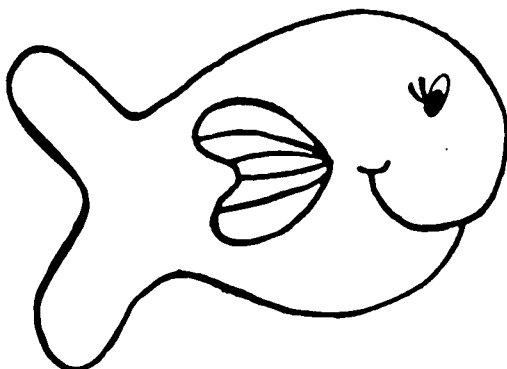
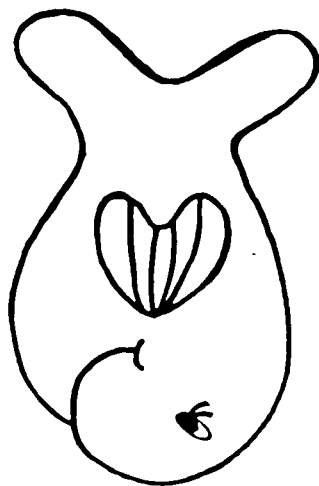
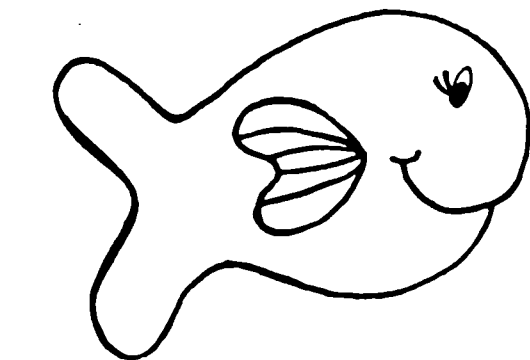
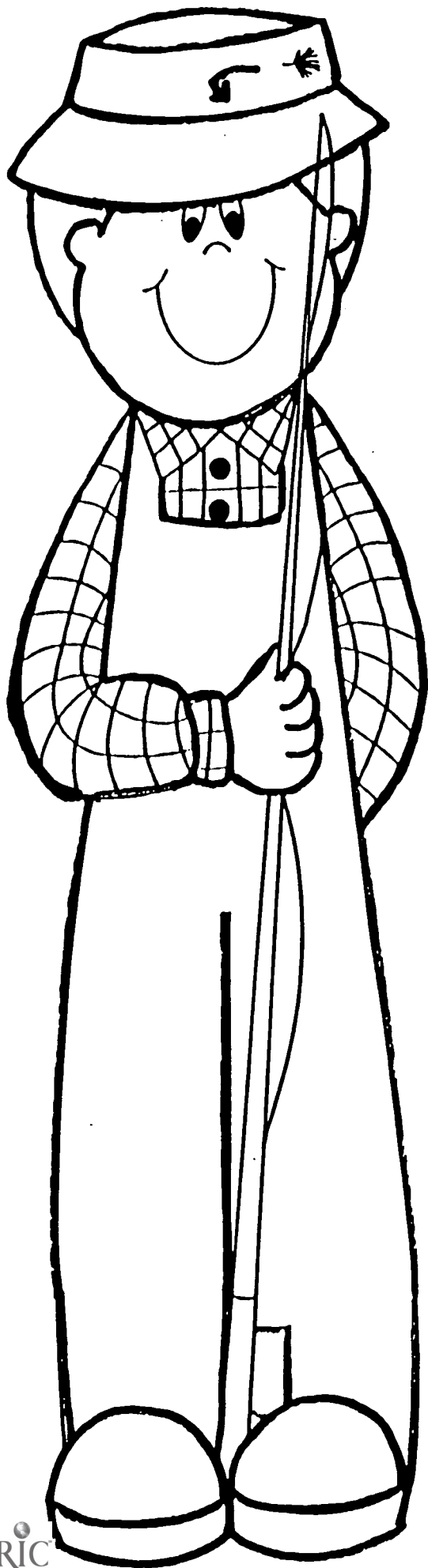
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Fish for

a

Good Book

DATE

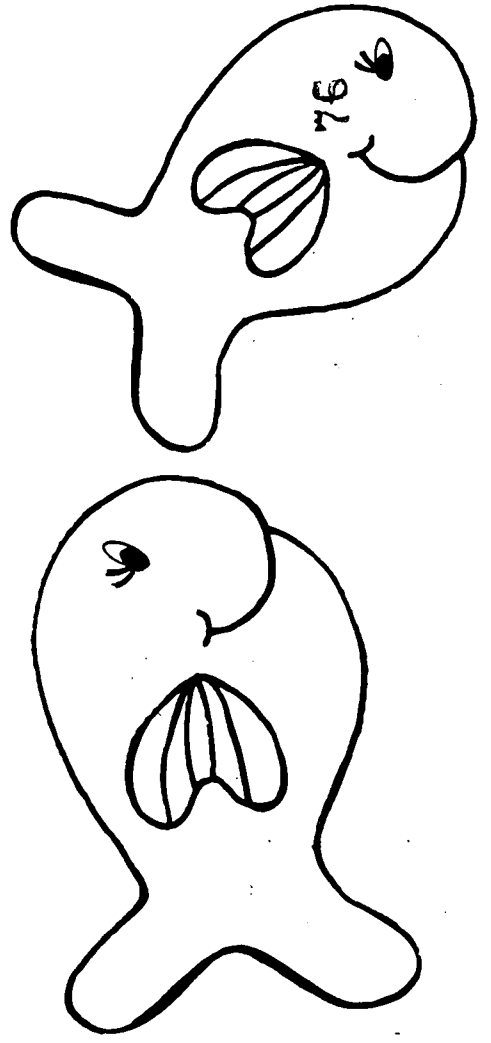
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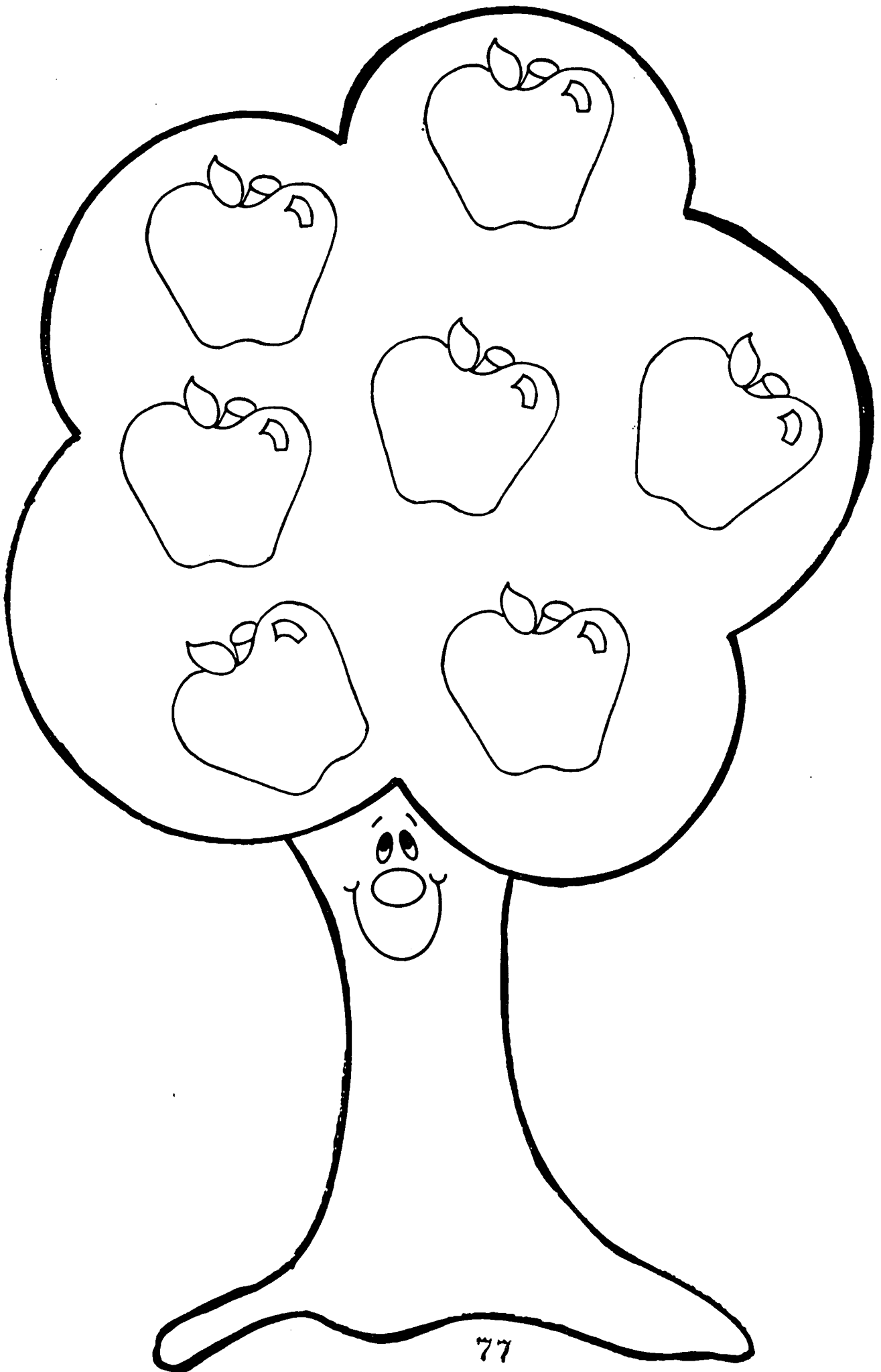
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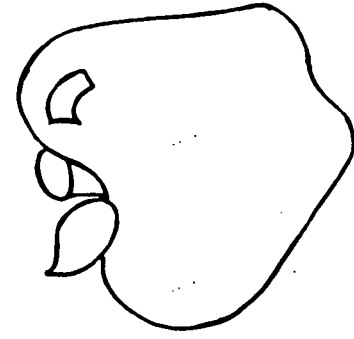
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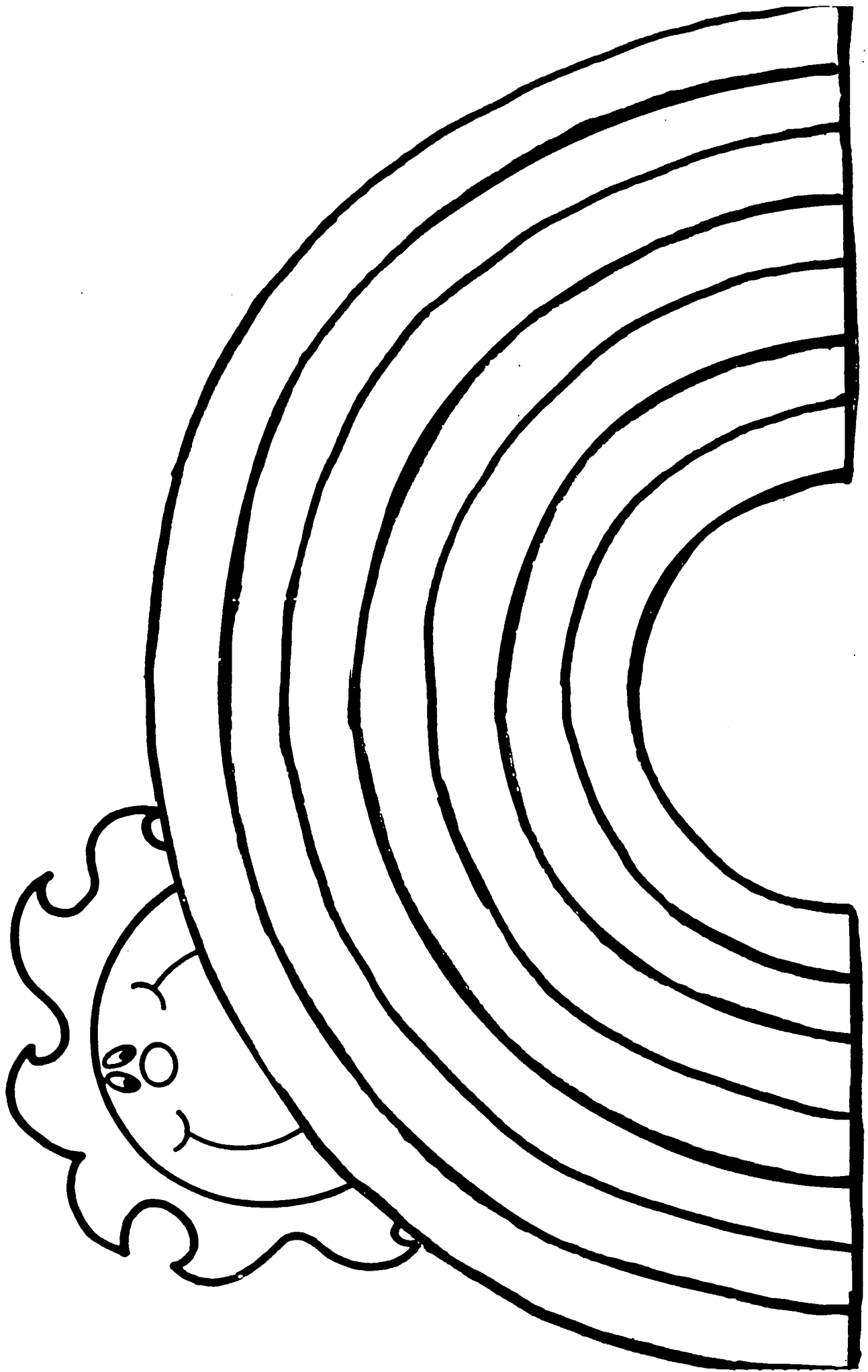
Pick a Good Book Every Day

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Lebanon County Family Literacy Program

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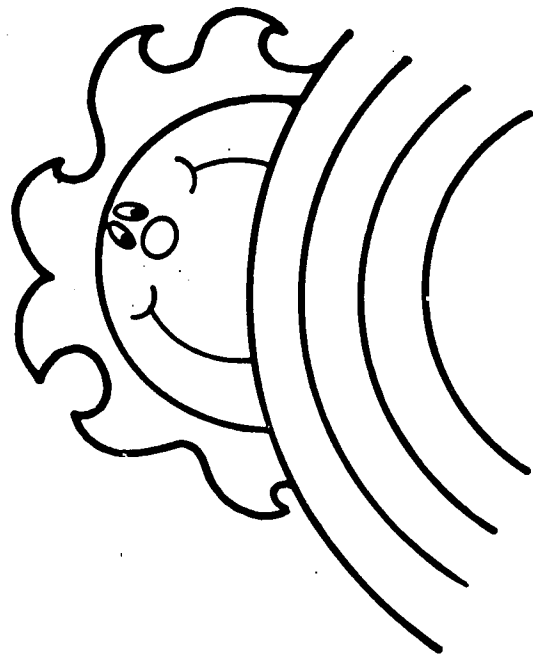


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Read Under The Rainbow

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Lebanon County Family Literacy Program

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
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